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ABSTRACT

In recent years, the emphasis of career education has been placed on career guidance at a much earlier age. The S-63 Southern Regional Research Committee designed three programs for use in a study about influences on occupational goals of youths in three subcultures (rural and urban Negro and Appalachian rural white). Since children most frequently turn to their mothers for advice and encouragement, these programs provide mothers with information which they, in turn, can use to help their children make educational and vocational choices. Designed to involve the target community's resources such as personnel from professional and vocational areas, the program titles are: (1) "The World of Work"; (2) "Roads to Opportunity"; and (3) "A Job for My Child." This manual provides: (1) suggestions and specific directions for setting up the meeting situations, selecting speakers, providing visual materials, and conducting the programs; (2) a discussion on encouraging group participation; (3) an outline for setting-up special facilities for child-care services, if needed; and (4) detailed directions for preparing illustrative materials and contacting and briefing program participants. (NQ)

ED100546

PROGRAM PLANS FOR GROUP MEETINGS

INFLUENCES ON OCCUPATIONAL GOALS OF YOUNG PEOPLE IN THREE SOUTHERN SUBCULTURES

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INFORMATION SERIES II

SOUTHERN REGIONAL RESEARCH

PROJECT S-63

MARCH 1973

AGRICULTURAL EXPERIMENT STATIONS
OF
ALABAMA, KENTUCKY, MISSISSIPPI, NORTH CAROLINA
SOUTH CAROLINA, TENNESSEE, VIRGINIA
AND
UNITED STATES DEPARTMENT OF AGRICULTURE
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Recognition and acknowledgement must be made of the contributions from the late Dr. Richard H. Klemer. His outstanding and meaningful guidance during the planning, data collection, and experimental phase of this study is reflected throughout the work and reporting of the project. Dr. Klemer, nationally recognized author, counselor and teacher, was Professor and Chairman of Child Development and Family Relations, School of Home Economics, University of North Carolina at Greensboro, and Chairman of the Experimental Phase Subcommittee of S-63 at the time of his death in September, 1972.

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INFORMATION SERIES

Bulletins I and II are the first of an information series by the Southern Regional Research Project S-63. Under the procedure of cooperative publication this bulletin becomes, in effect, a separate publication for each of the cooperating stations and is mailed under the frank and indicia for each of the cooperating station. Since this bulletin is identical for all the stations, it is suggested that copies be requested from only one source. Requests from outside the cooperating states should be mailed to the Department of Sociology, S-205D Agricultural Science Building, North, University of Kentucky, Lexington, Kentucky, 40506, to the attention of Dr. A. Lee Coleman.

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INTRODUCTION

Career education is receiving much more attention today than it has in the past. Also, within the whole career education area greater emphasis is being placed on career guidance at a much earlier age. Leaders in education and labor are urging that general education and vocational education take a unified approach, beginning in the elementary years and continuing on through the junior college level. However, the facet of parental guidance in career education is extremely important in the effort toward a unified approach. Successful parents have an ever-increasing responsibility for providing both direct and indirect vocational information and guidance for their children. The effect parents have in this area is being explored more and more in research studies. How parents affect a child's vocational choice and what parents can do to help children improve their vocational prospects are current topics in the literature.

Considering all of these factors, the S-63 Southern Regional Research Committee designed programs to be used in a study about influences on occupational goals of young people. Through the use of these programs with parent groups, parent educators can help parents recognize the full effect they have on their children in job choice and be more effective with their children's vocational growth and problems. In summary, the programs present the opportunities and responsibilities of parents in the socialization processes which lead to their children's educational and vocational choices.

The program plans were used with groups of mothers of seventh and eighth graders in seven southern states. Three groups in the sample were from Appalachian rural white areas, three were from rural Negro areas, and one was from an urban Negro area.

Specific criteria for choosing a group leader were not established. However, the factors which follow were considered important--skill in promoting group discussion and ability to demonstrate warmth and to generate trust and acceptance. Sex, age, and racial characteristics were considered of less importance than a leader's ability to organize and lead group activities.

The program plans are designed to involve the target community's resources. The programs include participating speakers from professional and vocational areas as well as business and industrial personnel. Involvement of school personnel will bring parents, school, and community together in a unified effort.

The research project through which these program plans were developed is summarized in the experimental phase section of Information Series I published by the Southern Regional Research Committee for Family Life. Although the detailed research procedures appear in Series I, enough information is included in this publication to enable someone to conduct these programs with parent groups. The "Program Procedures Manual for Group Leaders" provides suggestions and specific directions for setting up the meeting situations, selecting speakers, providing visual materials, and conducting the programs. A discussion is included on encouraging group participation. Also, an outline for setting-up special facilities for children is included if it is necessary that child-care services be provided. The appendixes after each program plan present detailed directions for preparing illustrative materials and contacting and briefing program participants.

Each program plan and its accompanying appendixes are presented in a separately colored section. Although the programs could be used independently, the pages are numbered consecutively throughout this publication.

Sarah M. Shoffner

PROGRAM PROCEDURES MANUAL

FOR

GROUP LEADER

Influences on Occupational Goals of Young People

in

Three Subcultures in the South

Regional Project S-63

1971

The group leader's manual appears in this bulletin as it was used in the research project. Anyone wishing to conduct group meetings using the program plans will find the manual important even though specific project related directions were retained. A summary of each program plan is included in the first section of the manual, "Understanding this Research Project."

I. UNDERSTANDING THIS RESEARCH PROJECT

Project S-63 is a regional research project sponsored jointly by cooperative experiment stations in seven southeastern states. The title of the project is "Influences on Occupational Goals of Young People in Three Subcultures in the South." The seven states participating in the program include Alabama, South Carolina, Mississippi, Virginia, Kentucky, North Carolina, and Tennessee.

The purpose of the project is to:

A. Discover relationships between selected family characteristics, such as education of the parents, and the occupational goals of rural and urban Negro and white youth.

B. Determine the effectiveness of increasing job information and changing aspirations and attitudes of mothers through parent education.

C. Determine the effectiveness of modifying job information and knowledge of educational requirements held by youth through a program that alters the mother's information and attitudes.

This is the fourth year the project has been in existence. Two years ago a great deal of information was obtained from selected mothers and their children concerning the way they felt about their children's schooling and career plans. Now some of these same mothers will be participating in the group meetings which you will lead. The children were in grades 5 and 6 when they were first asked for information about themselves and their plans. These ages were chosen because there is evidence that children may form ideas about their future jobs even this early in life. The children are now in grades 7 and 8.

We are interested in the mothers for several reasons. It is more often the mothers to whom these children turn for advice and encouragement. If the mother increases her vocational information and achieves an optimistic attitude about her child's future, she may be of more assistance to them as they plan for the work they will do later.

An increasing amount of evidence indicates, contrary to prior expectations, that the aspiration level of youth reared in poverty is sufficiently high as they relate to occupational and educational goals. In fact, such aspirations are more often then not unrealistically high. Both children and their parents who are experiencing a low level of living appear to have ample desire for upward social mobility.

The difference between what such individuals desire and what they attain is necessarily great. There appears to be a kind of hopelessness which develops among such persons, resulting in a kind of surrender before obstacles to achievements. The outcome is a severe drop-out rate in high school, a negative attitude toward continuing education, and the failure of capable individuals to achieve desirable work opportunity that is within reach.

Some of the possible explanations for the failure of lower-class youth to pursue higher career goals include (1) lack of information about the nature of local jobs, the availability of particular careers, and the educational requirements of certain work opportunities; (2) lack of information about resources for obtaining certain kinds of specialized education, particularly of the vocational and technical variety; and (3) lack of encouragement that information could be personally utilized in the practical pursuit of job goals.

The influence of mothers upon youth in the economically deprived population appears to be one of permanence and strength. If, therefore, the horizons of mothers can be heightened regarding the future of their children, it is reasonable to assume that one filtering effect upon their children will be the acquisition of greater belief in themselves and a more preferred determination to succeed in their occupational desires.

The phase of the project with which you will be concerned consists of three group meetings. About 25 mothers will be invited to attend and the same mothers will come each time. The meetings have been carefully planned to accomplish a well-defined purpose.

Session I is entitled "The World of Work." The objectives of this program are (1) to help parents identify their children's abilities and interests; (2) to provide job information; (3) to develop appreciation for the relationship between education and work, and (4) to help parents link their children's abilities and interests to specific job types.

Session II is "Roads to Opportunity." Purposes of this lesson include (1) creation of an optimistic outlook of mothers regarding job opportunities for their children, (2) clarification of ways mothers can assist their children in realizing the kind of job they want, (3) helping mothers understand children's personal characteristics useful in preparation for and attainment of successful job opportunities, and (4) instruction in ways to aid the development of desirable characteristics in children.

Session III is "A Job for My Child." This third and final group session is designed to provide integration of all three sessions and make information obtained seem directly applicable to individual participants. Specific objectives of this session are (1) to provide information on availability of jobs at various levels of skill; (2) to illustrate openings in the job market, both locally and regionally; (3) to provide information on local educational channels to job preparation and job attainment; (4) to relate ideas discussed by previous speakers to the mothers' specific situations; and (5) to identify operational goals and means of attainment.

As you can see, therefore, we are trying to provide information for the mothers of youth which they, in turn, can use to help their children. We want to tell them that their children can hope to have better jobs, show them what is required to succeed in this area, and give them reason to believe that it can actually come true for their children. We also want to give the mothers a chance to express their feelings about these important matters and to provide encouragement for one another.

This is only a brief description of the project. If you have questions about the entire program which you feel may have a bearing upon your part, please

discuss it with the project leader. We want you to be fully informed. You must understand what we are trying to accomplish if you are to be successful in helping us toward that end.

II. UNDERSTANDING YOUR DUTIES

As group leader, you are directly responsible to _____, the research project leader. An attempt will be made to spell out exactly what your responsibilities are, but in some cases changes must be made because of situations existing in particular states. Therefore, your first responsibility is to work cooperatively with the project leader in planning and executing three group meetings. If you are uncertain about any of your duties, please ask the project leader to explain them carefully. Do not begin any assignment until you are confident that you know exactly what you are supposed to do.

Individuals in other states will be performing the same duties as you, but with different groups of mothers. For the purposes of this research project, it is very important that all group leaders in all the states carry out their assignments in exactly the same way. You are urged to know your directions and to follow them carefully. The research committee has prepared such detailed, step-by-step instructions which will relieve you of a great deal of memory work and make your job a pleasant one.

Some of your duties are the same for each of the three meetings, and the success of each meeting depends upon the completeness of your preparation. Please be very careful to see that each of the following duties is performed:

A. Arrange the Meeting Room.

With the help of the project leader select an appropriate meeting place. The room should be large enough to accommodate 25 people seated in such a fashion that each faces all the others. Unless there is absolutely no alternative, do not permit participants to sit in fixed rows where some have their backs turned to others.

Avoid rooms that are so large that a group of 25 would feel lost or dwarfed in it, such as a school cafeteria, auditorium, or gymnasium.

The room should be well-lighted and ventilated and removed from sources of distortion. You will be dealing with tired adults who have worked all day. Keep this in mind when you plan the setting for your meeting. You want to make them comfortable; you also want to keep them awake.

Before each meeting you should routinely:

1. Place chairs in a large circle, or square, so that each person will be facing the others when seated.

   Leave enough room for you to move about when it is necessary to present visual aids.

2. If possible, have tables available to provide a work surface and to make the mothers feel more comfortable. If tables are not available, improvise with boards and boxes, or the equivalent. It is essential that each mother have a flat working surface before her, especially in the first meeting.

3. Check lighting and temperature control to make sure they are adequate.

4. Prepare a place for coats and other personal belongings to be kept. It will be better if they remain in full view of participants throughout the meetings.

5. See that toilet facilities are adequately supplied.

B. See that Refreshments Are Available.

Each state may decide who should prepare refreshments. In every case the cost should be borne by the university. If it seems desirable, group members may be given the responsibility, with different ones sharing the task each night. But however it is arranged, you should always check to insure that proper preparations have been made.

1. If possible, serve refreshments in an area away from the place of the group meeting. This will permit participants to enjoy more physical movement after an hour of immobility. It will also permit an assistant to make necessary last-minute preparations for the break without disturbing the group.

2. Make the refreshments simple. Something like coffee and cookies should be made available, but most selections should be made on the basis of known food and beverage preferences of the particular area and subculture.

3. Use only disposable containers and have adequate trash receptables available.

4. The group leader should not be expected to serve refreshments. Her attention should not be directed from discussion activities. Preparation of refreshments should be delegated to the assistant leader.

5. Plan to begin serving immediately upon announcement of the break. It is important to terminate the recess at the expiration of time allotted for it.

C. Provide Materials Essential for the Meeting.

You should prepare a check list of various materials needed for each group session, and indicate the quantity of each kind required. If you should suddenly discover that you had left certain objects at home, or if you lose them and have to search, or if you find that you have too few of a particular item to distribute to everyone, this would take away from the success of the evening's proceedings.

There are five different kinds of materials that should be available:

1. Interest materials.

These include the components of the stained-glass bottle and and the flower. If you have asked mothers to bring something from home, don't rely on their doing it. Prepare for those who forget so that no one will be left out of any activity.

2. Visual aids for the lesson.

Many charts, posters, and pictures will be used. Make sure you have the right ones, which will be supplied by the project leader, and that you have them in the proper order.

Check for small, but important things like chalk and erasers.

3. Materials to be distributed among mothers to be taken home.

Flyers will be available at the first two meetings giving publicity about the meetings to follow. Informational material may be available to be borrowed by interested parents.

4. Assignment sheets for participants.

One way to encourage continued thought about matters discussed is to give parents specific assignments which require thinking about the subject. Make sure that you have them when you are supposed to give them out. Future lesson plans may be dependent upon them.

5. Name Tags.

The name tag is an important item. It gives mothers a sense of importance, of belonging, of being wanted as a group member. Name tags will be supplied by the university project leader.

At the end of each meeting a box should be passed around the group and name tags should be collected. These will serve as a convenient means for verifying attendance and will be available for the next session.

Keep spare name tags available in the event one is misplaced.

D. Conduct the Three Group Sessions.

This is the most important duty you have to perform. The entire research project depends upon the success you achieve in carrying out the planned programs of instruction and discussion. Your responsibilities are discussed more fully in other sections of this manual.

III. MAKING GROUP MEMBERS FEEL AT EASE.

The mothers who participate will be doing so primarily because they enjoy what happens and profit from it. Although they may receive a small payment for attendance in some states, that alone will not be enough to make them want to come. It is up to you as group leader to make them feel wanted and appreciated and comfortable in this strange situation. There are several things you can do to make them feel good about coming.

A. Dress Appropriately.

Do not try to "dress up." Many of the mothers who attend will not own clothes as fine as the ones you could wear. If you dress too formally,

or in new clothes, or in things that look expensive, the mothers may feel self-conscious because of their less-expensive clothes.

Wear something relatively plain and non-glamorous. Do not try to impress others. Then the mothers who attend will feel that you are on their level, and not someone of whom they must stand in awe.

If you are uncertain about the kind of clothing which would be best, consult the project director. He will be able to discuss more completely the kind of impression you need to create and the role clothing plays in impression management.

B. Greet Group Members.

Greet each mother personally as she arrives for each meeting. Nothing can substitute for the personal interest you demonstrate in your group members.

1. Be present at the meeting site at least one hour before the scheduled time for beginning. You should have all your other duties attended to by the time mothers begin arriving; then you can devote your full attention welcoming members individually.

2. When a member arrives, introduce yourself quickly. Do not let anyone stand around for several minutes wondering what she should do. Identify yourself not only by name (it is better to put the relationship on a first name basis), but as the leader of the group.

3. Express pleasure that the mother has taken the time and effort to come. Communicate your feeling that she is going to enjoy herself and be benefitted by the program.

4. Give her a name tag. Unless several mothers arrive at the same time, you should pin the name tag on her. Tell her that the purpose of the tag is to help the group use first names and to aid participants in getting acquainted.

5. When you are not busy greeting new arrivals, move about among those already present and engage them in conversation. Try to learn something about them as individuals, especially about their families and work. Tell them about yourself as well. Give them a chance to think of you as a friend rather than an authority.

IV. CONDUCTING LESSONS

Comprehensive directions have been written for each of the three lessons. They are self-explanatory and you do not need additional specific instruction to be able to carry out the program. However, there are general suggestions which may be helpful in following each set of instructions.

A. Become Familiar with the Total Program Plan

It is essential that you study the program plan until you understand what the objectives are and how they should be reached. Try to

grasp the meaning of the entire lesson so that you will be able to relate one part to another.

B. Suggestions for Using Leader's Guide.

Remember that dialogue and questions written into the leader's guide are suggestions of the way you should present the material. They are not exact statements which should be given word for word.

1. Do not read from the leader's guide when you are conducting the meeting.

2. Do not try to memorize what has been written for presentation by the leader.

3. Make notes to yourself in the leader's guide. Underline key words which help you remember the main ideas. Then put the message into your own words.

4. Prepare separate notes or "cue cards" if you find them helpful.

5. Speak informally. Do not make a series of speeches. Make your conversation as warm and spontaneous as you would if you were talking to only one mother in a private discussion. Keep your language and tone of voice as informal as possible.

6. Do not be afraid to add your own thoughts to the discussion as long as they promote the stated objectives of the lesson. The more spontaneous your reactions, the more meaningful it will be to participants.

C. Keep the Meeting on Schedule.

A great deal has been planned for each two hour session. It is absolutely necessary that the entire lesson be completed and that it be done within the two-hour limit.

1. Remove the suggested time schedule from each lesson plan and keep it visible at all times during the lesson. Check your watch frequently and gauge your activity accordingly. Ask the assistant group leader to assist you in keeping the session on schedule by calling attention to the time if you should fall behind.

2. Begin the meeting promptly at 7:00 p. m. Do not wait for latecomers. At five minutes before the time to begin, ask the ladies to complete any necessary activity and to be seated. Everyone should then be ready to begin promptly.

3. Do not go back over material once you have covered it. If someone arrives late, pause only long enough to welcome her. Then continue as if she had been present from the beginning. The assistant group leader will help her catch up if necessary.

4. Keep refreshment breaks within the time allowed. If some mothers try to prolong the break, resume without them. Remind them two minutes before you plan to begin the second half of the program that it is time to start the meeting. Invite them to take refreshments back to the group if they wish.

5. Be firm with the guest speakers. Explain beforehand that the schedule is tight and that you will be forced to terminate their presentation at a given time. Then gently but firmly interrupt if necessary and move on to the next part of the program. Do not lose control of the program direction.

6. Do not try to let any activity go on longer than scheduled with hopes of "making up" the time later. If you have not completed a given activity when the allotted time expires, you should stop that activity anyway, and proceed to the next scheduled event. This will require determination on your part, but it is absolutely essential that everything planned be carried out.

D. Anticipating the Unexpected.

Try to plan for the unexpected. A program outline has been provided that will minimize the occurrence of things that are not planned. However, you may be called upon to exercise your own judgment in handling things that have not planned.

1. It is possible that an uninvited guest may appear and wish to participate. For example, one of the mothers may decide to bring a neighbor. Do not refuse admission if this should happen. Accept the new person warmly and try to minimize the disruption caused by their presence.

2. Someone may be called upon to leave unexpectedly. Express regret and urge them to return to the next meeting.

3. A mother may need to assist temporarily in the care of her child. Some states will provide child care services during the group meetings. It is hoped that children will be kept relatively near the mothers, but not so close that they can be heard.

4. Other events may occur unexpectedly, including illness or failure of utilities. React to any emergency as you normally would. Some disruptions of the program may be unavoidable. Your attitude, however, can keep minor disturbances to a minimum.

E. Accomplishing All Lesson Objectives.

Each lesson has been planned to accomplish several objectives and to present different kinds of information. It will be easy to omit something unless you are careful and plan to avoid doing so.

1. Before each lesson review the overall objectives. Get a firm mental grasp on what you want to do and the way you are trying to influence group members.

2. Prepare a list of major ideas you wish to present. Keep it visible during the lessons and glance at it occasionally to see if everything intended is being covered.

V. ENCOURAGING GROUP PARTICIPATION.

The success of the group sessions will depend partly upon your ability to get the mothers actively involved in the proceedings. The more they put themselves into the activities and discussions, the more they will receive from them. It is not necessary for you as the leader to do all the talking. You will do a better job if you see your role as one of encouraging others to energetically consider the matters you call to their attention. Here are several techniques that will be helpful in stimulating group participation.

A. Make it plain from the beginning that you want and expect them to share. If you set a pattern of doing all the talking at first, it will be more difficult to change their expectations later. Tell them that you need their help and that everyone will benefit more if they will share their thoughts.

B. Give them time to reply. If you are anxious after asking a question, you may go on and answer it yourself before anyone else has a chance. If you invite comments from the group, wait a reasonable length of time for them to reply. Don't be afraid of the momentary silence. Wait for their answers.

C. Prod members to reply. If everyone remains silent after you ask a question, say, "I know women love to talk, so go ahead and answer my question." Use humor to gently urge a response. Wait for their answers.

D. Make an occasional question a personal one. Rather than look at everyone, look directly at a particular person and call her by name. Say, "Mary, what do you think about this?" This often brings an immediate reply.

E. Show appreciation when members contribute. When it is appropriate, follow the contribution of a group member by a statement such as "Thank you! I am sure that others here agree with you." When they see that you really do value what they say, they will be more willing to speak.

F. Always accept and try to use whatever is contributed. Never reject or contradict what a group member says. Even if you disagree with a statement, it is better to say, "Yes, that is one way of looking at it. Now let's see if there are other points of view." Always let the speaker feel that you appreciate her willingness to speak.

G. Protect the group from members who wish to do all the talking. You may have a dominant person in your group who never gives others an opportunity to contribute. If this occurs, you should gently interrupt by saying, "Let's see what Mrs. Smith thinks about this," or "You are doing too much of the work. Let's get some of these others to help us out."

H. Remember! Always give the group time to contribute when you ask them to. If you wait, they will talk.

BEST COPY AVAILABLE

THE WORLD OF WORK

PROGRAM PLAN FOR GROUP MEETING I

Prepared by South Carolina with the assistance and approval of other S-63 Representatives. August, 1970.

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Group Meeting I

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	C. Notes for Leader's Information about Jobs Listed on Poster Charts	45
	D. Assignment Sheets to Be Given to Mothers	73

MATERIALS NEEDED

Group Activity

1. Eight bottles of glue
2. Colored tissue paper (one package)
3. Paper towels
4. One can plastic spray

Presentation of Posters

1. Six sheets of blank newsprint
2. Six Job Chart Posters
3. Six Job Family Ladders
4. One felt pen

Name Tags*

1. Pre-written name tags
2. Set of name tag holders

Handouts for Participants

1. Assignment sheets
2. Career Ladders
   Have enough available so that each participant may have a copy to keep.

*To carry out the "World of Work" theme name tags had a simple figure in one corner representing a particular job family.

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I. OVERALL PROGRAM PLAN

A Job For My Child
Group Meeting III

Leader Objectives	Learning Experiences	Teaching Methods and Resources	Evaluation of Learning
1. To provide continuity from Lesson I to III -- that children grow and develop into adults; what the child is, the man will become.	Make a flower or flowers. (Use materials suggested in Kit.)	Activity: Discuss the symbolism of the flower. Each petal can represent a source of influence in a child's occupational choice.	Compare before- and after-test responses. Evaluate participation (quality, quantity)
2. To provide information on availability of jobs at various levels of skill; to illustrate openings in the job market -- locally and regionally.	Listen to a personnel representative from industry knowledgeable about the job market. Question the speaker.	Speaker	Compare before- and after-test responses. Evaluate group involvement during talk and question period. Evaluate speaker effectiveness: content, delivery.
3. To provide information on educational channels to job preparation and job attainment.	Listen to representative of an area vocational school, community college or technical school. Question the speaker.	Speaker	Compare before- and after-test responses. Evaluate group involvement during talk and question period. Evaluate speaker effectiveness: content, delivery.
4. To relate ideas discussed by the previous speakers to the mothers' specific situations.	Listen to and question panel members: (1) Vocational school representative (2) Industrial representative (3) High School senior or recent graduate (4) Group leader who serves as Moderator	Participate in discussion with the panel. Visuals which identify: (1) problems to be solved -- decision process (job or schooling, location, housing, transportation) (2) solutions used by recent high school graduates	Compare before- and after-test responses. Evaluate audience response; poll panel for their reactions.
5. Summarize all three sessions.	Group leader helps group review goals, material presented, and reaction to the series.	Discussion and visuals	Note how members perceived the series. Requests for more information, etc.

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II. PREPARATION FOR THE FIRST MEETING--"THE WORLD OF WORK"

Prior to the first meeting:

1. During the initial interview ask each woman to bring a clean clear glass bottle to the first meeting.

2. Secure a place for the first meeting (see "Research Procedures Manual").

3. Plan for simple refreshments.

4. Read "Program Procedures Manual for Group Leader."

   a. Have purposes of the first meeting clear in your own mind.

   b. Be familiar with Leader's Instructions for Program Plan 1.

5. Have materials ready for "stained glass bottle" activity. (See Appendix A, p. 25).

   Items needed (Placed on tables so women can begin working immediately.)

   a. eight bottles of glue
   b. colored tissue paper
   c. paper towels
   d. one can plastic spray
   e. newspaper pads (one for each participant)
   f. bottles (See Appendix A, p. 25)

6. Have name tags ready to put on.

7. Have posters, newsprint, and felt pen ready on table at the front of the room. An easel for displaying charts would be helpful if available.

   Items needed

   a. six sheets of newsprint
   b. one felt pen
   c. six Job Chart posters
   d. six Job Family posters

   Instructions for preparing and presenting posters are included in Appendix B, pages and .

   Notes for leaders' information about jobs listed on posters are on pages 45 through 72, Appendix C

8. Have assignment sheets ready to hand out at the door as each woman leaves the meeting. (See Appendix D, page 73)

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III. LEADER'S TIME SCHEDULE

Group Meeting I

(This sheet was designed to be pulled out and used by the leader as a time guide.)

THE WORLD OF WORK

Meeting room is arranged with tables in a square and chairs on the outside of the square. Have newsprint mat and wet paper towel at each place.

Name tags are given out to women as they arrive and women are greeted informally.

7:00 - 7:20 Welcome--Preview--Introductions (Name, where live, how many children, what job, etc.)

7:20 - 7:50 Make stained glass bottles

7:50 - 8:10 Present three posters

8:10 - 8:25 Refreshments

8:25 - 8:50 Present last three posters

8:50 - 9:00 Review

Evaluation

Assignment (See Appendix D, page 73)
Check out job pamphlets
Turn in name tags

IV. LEADER'S INSTRUCTIONS -- PROGRAM PLAN I -- "THE WORLD OF WORK"

SETTING: The meeting room is arranged with tables in a square or in like manner so that all can see the work of each. Have place set for each woman's work, with a newspaper for a mat and a wet paper towel for wiping fingers. Have a pile of tissue paper squares (of various colors for selection) and a bottle of glue for each 3 or 4 women. Have extra bottles nearby, in case someone has forgotten hers. (Check "Instructions for Activity" page 25).

NAME TAGS: Give out. See directions in Group Leader's Manual

7:00 Start MEETING: Call together to sit around table.

7:00 - 7:20 WELCOME, PREVIEW, AND INTRODUCTIONS

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SUGGESTED DIALOGUE: (Dialogue for the leader is included to show generally what may be said. It is not meant to be memorized or read.)

"Welcome to our first meeting. It's good to see you here. (Other leader's name) and I are glad so many of you could come. Let me tell you what we have in store for you. You know we have three meetings lined up and we hope each of you will come to each meeting. We hope to do a lot of things tonight. We are calling tonight's meeting "The World of Work." We want to find out all we can about this big World of Work--what kinds of jobs are available, what kind of training is needed for each one, what kind of people are best suited for these jobs, and most important, how we can help our own child to find the job that best suits him and that will make a productive and happy person. The second meeting will cover _____ and the third will be about _____. But first, let's see who we have here tonight. I'll start if you want me to. I'm your leader. My name is _____. (Perhaps tell where you work and what you usually do, where you live, how many children, etc., and you might say, "And I'm here tonight, working with you because I especially like to work with adults.") I wonder if we could go to you, _____ (calling name of person on your right) and then on around the table. (Comment and prod if it adds to group understanding and enjoyment.) Now that we all know a little about each other, let's go on to our activity."

7:20 - 7:50 ACTIVITY, STAINED GLASS BOTTLES
("Instructions for Activity - Stained Glass Bottles," page 25.)

SUGGESTED DIALOGUE:

"You have been asking what this is on the table in front of you. It looks sort of 'dumb' but it isn't really. I think it is fun, and I think you will, too. Watch me for one minute and I'll demonstrate exactly what to do. Select a bottle. I liked this one. Decide on the colors you want to work with. I have chosen these, red and _____ because _____ (your reason, if any). Then tear the tissue into pieces, any size and shape you want. Now, hold the bottle with one hand and squirt on a little glue with the other. Take your fingers like this (all four fingers of right hand) and spread your glue out evenly, and quickly with these same sticky fingers touch your pieces of tissue and lift them to place on bottle. Arrange your colors and designs as you want them. I thought I'd do mine this way _____. Work on about this much of your bottle at a time (1/3 so your glue won't dry out too quickly. Here are some that I have done ahead of time to show you what can be done. I kinda like this one (holding one up), I liked this one, too, and _____ said she like this one. Do you get the idea? Any questions? O.K., you may do yours now."

As work begins, leaders can circulate with encouragement and further instructions. As variety develops, point out that each is different, but each in its own way is special and just right--a variety makes things more interesting. As bottles are completed, they can be placed in front of each woman and admired for its special design or blend of colors. As the group settles, the leader should get their attention and say, "Children are like this. They all start out sort of alike, but they can develop into a great variety, each with his own special

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talents and interests and wants and needs--each able to do and be different things because of the things that have happened to them. I've thought of some other ways that our bottles are like our children. Maybe you can think of some, too, to help me out."

SOME OBSERVATIONS THE LEADER MIGHT MAKE: (Have a group discussion. Draw from women if you can.)

1. We all started out with something similar--a plain bottle--look at the variety we created--look how different each is from the other--same with our children.

2. Can we influence how things turn out? Can we influence how our children turn out?

3. Look how much more pleasing it is to have changed things; to have worked on our bottle and made it more attractive. Can our children sometimes benefit from our help?

4. We took something that would ordinarily be discarded and made it useful and good.

5. You have been successful in making a stained glass bottle. Did I help you? Did I show you how? Did I help you plan or make up your mind what you wanted to do? We, as mothers, can help our children plan for success in life. What can a mother do?

6. Someone may say, "I don't like mine. I like _____ better." Perhaps you could reply, "Well, now, with the bottle you could pull the paper right off quick before the glue dries or could soak it in water to get the paper off and start over. What can you do when you have done something wrong with your child?

The leader may briefly summarize the discussion and thank the group for their participation.

7:50 - 8:10 PRESENTATION OF POSTERS ON JOBS AND JOB LADDERS
(See instructions for poster charts, Appendix B, p. 29).

1. To stimulate thinking, see how much information the women can give before the charts and posters are shown. First, fill in the blank piece of newsprint for the first line across (see Appendix B, page 29).

   The leader may start with "Nurse." Then ask how much training a nurse has, generally. "Does a nurse have a high school diploma?" If the women respond, "Yes," put down one T. Does a nurse have more training than just high school work? When the women respond, "Yes," put down another T. Ask, "Does she have a college education or the equal of a college education?" When they answer, "Yes," put down another T. Go across to "Earnings," Ask, "How much money does a nurse earn in a week, $50 or under, between $50 and $100, or over $100?" When they respond, "over $100," three $$$ marks can be filled in under earnings. Ask, "Are nurses in demand--are there many job openings for nurses?" When the response is, "Yes," three OOO's can be put down under openings. Then ask for comments on how being

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a nurse might affect a person's way of life. Many things might be said and some could be briefly listed. It is hoped that the group will be made to feel a part of the discussion, but the leader may need to supply some information if the group cannot.

Encourage comments and responses so that women will be "involved" in the discussion and perhaps learn more and be more alert. The leader may make encouraging comments, such as, "Yes, Mary, that is right." "Now, do you agree with Sue that we need more nurses than we have? Yes, we certainly do." "What should we put under comments?" Though this is primarily an information giving period, create an atmosphere of teamwork.

2. The printed "Health Careers Job Chart" should be shown at this point, tearing away the newsprint. The leader could say, "Let's check ours against this one. We did well, didn't we? Let's examine these related jobs." Then read through with the class the other jobs listed on this chart. Discuss training, earnings, openings, and comments for each. Point out that more training usually means that a person can carry more responsibility and can thus earn more money.

3. The "Job Family Poster for Health Careers" should now be shown. These posters show jobs that are related to each other in some way. They also indicate the amount of training usually required. Read down the list, starting at the top where the least amount of training is needed. Not all of the jobs at the bottom need to be read, but those that would be meaningful should be read. This poster shows two things: (a) how one can move from job to job with similar basic training, and (b) how a person can "build" on this basic training and "advance on the job ladder." Ask some questions related to (a) and to (b). Some suggestions are as follows:

   (a) "Do you know anyone who is a nurse's aide in a hospital? If she had to move to another town, and all the nurse's aides jobs were filled in the local hospital there, what other job might she apply for, with the training she already has?" Any of the items with one star, indicating high school or less training, might be correct.

   (b) "Let's say she likes being a nurse's aide; maybe she likes being in a hospital, working with people and helping them get well, and she decides she would like to get further training to be more helpful and earn more money. What job might she choose to work toward? What would her training be like?"

   (c) Have women follow along with their copy of Career Ladder.

4. Move on to Job Chart No. 2, "Millwork," using the same procedure as above. (Fill in blank chart to stimulate discussion, go over printed Job Chart and then go over the Job Family Posters.)

5. Proceed to Job Chart No. 3, "Building Trades."

8:10 - 8:25 BREAK FOR REFRESHMENTS

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8:25 - 8:50 CONTINUE WORKING WITH GROUP THROUGH THE REMAINING THREE CATEGORIES, "AEROSPACE," "SALES," AND "SECRETARIAL." Use the same steps of procedure as in No. 1. Display related posters and charts side by side and invite the group to examine them individually when the class is over.

8:50 - 9:00 1. REVIEW OF MEETING I:

Ask and briefly summarize:

a. Can a mother influence her child?

b. Can a mother and her children learn about jobs?

c. Can a mother and her children plan for the future?

2. GIVE OUT ASSIGNMENT SHEETS (Appendix D, p. 73). Briefly go over them with the group for understanding.

3. ALLOW TO CHECK OUT JOB PAMPHLETS FROM SRA WORK KIT.

4. ANNOUNCE NEXT MEETING. Encourage attendance. Remind to take her stained glass bottle home with her; hold one up that has been done and say, "We can change things, can't we?" Dismiss.

9:00 TAKE UP NAME TAGS.

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APPENDIX A

Group Activity

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APPENDIX A

INSTRUCTIONS FOR ACTIVITY - "STAINED GLASS BOTTLES"

Materials Group Leader is to Gather:

1. Clear drying glue
2. Colored tissue paper
3. Clear drying plastic spray in aerosol can
4. Paper towels
5. Old newspapers to use as pads to work over
6. Clear glass bottles

Instructions:

1. Bottles - collect clear glass bottles of pleasing design. Wash and remove labels and have grease free. Though participants may have been asked to bring these to the first meeting some will forget; therefore, have some on hand that you can give them. Many kinds are interesting--catsup, mustard, Wishbone dressing, hand lotion, Windex, etc. Avoid plastic bottles and colored glass.

2. Have participants choose a clear glass bottle of interesting shape.

3. Decide on colors of paper to use. Tear into desired shapes and sizes enough pieces to cover the bottle. Guess at this.

4. Squirt enough glue on bottle to cover about 1/3 of the area of the bottle at a time. Spread glue with fingertips. With same sticky fingertips, pick up pieces of tissue and arrange on glued area of bottle as desired. Smooth edges down. Repeat smearing and arranging paper until bottle area is covered. (HINTS: If glue dries too quickly, a little more glue can be added. If too much glue is put on at one time, some can be rubbed off. Bottoms can be left uncovered. Spaces can be left between tissue pieces or pieces may overlap; both are interesting.)

5. Allow glue on bottles to dry, about 1 hour.

6. Spray with plastic spray as directed on can. Plastic spray waterproofs. Spraying may be done during the refreshment break on dry bottles, after the lesson is over on ones that had too much glue on them, or may be brought to next lesson for spraying if a longer drying time is needed on some.

7. A word to the leader:

   a. Make several stained glass bottles yourself in preparation for the meeting to give you needed practice and to use in class as examples of color and design.

   b. Before women start making their stained glass bottles, the leader should demonstrate tearing tissue, spreading glue and arranging pieces on about 1/3 of bottle. This is enough. Demonstrations should be brief--one minute.

   c. Allow women to immediately begin work on theirs.

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APPENDIX B

PRESENTING ILLUSTRATIVE MATERIALS

JOB CHARTS AND JOB FAMILY GROUPS

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INSTRUCTION SHEET FOR PRESENTING JOB CHARTS AND JOB FAMILY POSTERS

MATERIALS NEEDED:

A. Six Job Chart Posters:

- Health Careers and related jobs
- Millwork and related factory jobs
- Building Trades and related jobs
- Aerospace and related jobs
- Sales and related jobs
- Secretarial and related clerical jobs

B. Six Posters on Job Family Groups:

- Health Careers
- Millwork
- Building Trades
- Aerospace
- Sales
- Secretarial

C. Blank Newsprint
D. Black Magic Marker
E. 25 copies of Career Ladders to be given to mothers

INSTRUCTIONS TO LEADER:

This is an information-giving period. The women have been given a before-test and will be given an after-test to see how much information they have learned and retained.

Each Job Chart begins with a job that is familiar (it is hoped). For example, "Health Careers Job Chart" begins with "Nurse." The leader should read and be familiar with the Job Information notes in Appendix C which includes additional information of interest on each job that is listed on the Job Charts. (See reference on page 45.)

Also be familiar with the corresponsing "Job Family Posters" which list some jobs related to each other. The amount of training usually required for each job is indicated on the poster. (This information came from the Science Research Associates, Inc., "Widening Occupational Roles Kit," 1967.)

Use the following procedure in teaching each of the six Job Charts:

Step One:

Have the group give you information necessary to fill in the blank newsprint on the first line across under "Training," "Openings," "Earnings," and "Comments."

Step Two:

Pull off newsprint to reveal chart and check your work. Go over the other related jobs listed, discussing and commenting as interest is shown.

Step Three:

Show the related Job Family Poster, covering two points: (a) This poster shows related jobs that require similar training and (b) it also shows how a person can build on more responsibility and more pay. Ask mothers to follow along with their copy of Career Ladders.

Step Four:

Display the Job Chart and Job Family Poster side by side so that women can examine them after the class.

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JOB CHARTS*

The six large job charts used as visual aids during the discussions were reproduced (8 1/2" x 11") and a set including all six areas was given to each person attending the meeting. During the second and third meetings the large illustrative charts were displayed so the leader and participants could refer to them during the discussions.

Health Careers
Millwork
Building Trades
Aerospace
Sales
Secretarial-Clerical

JOB FAMILY CAREER LADDERS**

Careers in addition to those illustrated and presented in the program were selected and reproduced in booklet form for each participant. The material as shown on the pages which follow was rearranged for includion in this bulletin. The original copy presented two jobs per page in alphabetical order.

The asterisks beside each job indicate the training required. Although the legend appeared on each page of the original posters and booklets, this bulletin will present it one time: *high school or less
**high school plus special training
***college and/or graduate school

*The charts which follow in this section were prepared on 14 x 22" illustration board with bold black on white lettering. This information was selected from Occupational Outlook Handbook, U.S. Department of Labor, Reference, page 16.

**The Job family career ladders were prepared on 22" x 36" illustration board with bold black on white lettering. This information was selected from the Widening Occupational Roles Kit, Science Research Associates Kit, 1967.

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HEALTH CAREERS JOB CHART

RELATED JOBS	TRAINING	EARNINGS	OPENINGS	COMMENTS
1. NURSE IN HOSPITAL (WOMAN)	T T T	$ $ $	0 0 0	WEEK END WORK NIGHT WORK
2. NURSES AIDES (WOMEN) AND ORDERLIES (MEN)	T	$	0 0 0	MUST DESIRE TO HELP PEOPLE. WEEKEND AND NIGHT. MEALS/UNIFORMS OFTEN PROVIDED
3. MALE NURSES	T T T	$ $ $	0 0 0	WORK WITH MEN PATIENTS
4. DENTAL HYGIENISTS	T T T	$ $	0 0 0	WORK STANDING UP
5. DENTISTS	T T T	$ $ $	0 0 0	DENTAL EDUCATION COSTLY STEADY HAND

T - High school or less
TT - High school or more
TTT - College or more

$ - Less than $50. per week
$$ - $50. to $100. per week
$$$ - Over $100. per week

0 - Few openings
00 - Some openings
000 - Many openings

0031

MILLWORK JOB CHART

RELATED JOBS	TRAINING	EARNINGS	OPENINGS	COMMENTS
1. INSPECTORS	T	$ $	0 0	GOOD EYESIGHT NECESSARY
2. MACHINISTS	T T	$ $ $	0 0	SKILL AND ACCURACY REQUIRED
3, MACHINE TOOL OPERATORS	T T	$ $ $	0 0	SKILL AND ACCURACY REQUIRED
4. LONG DISTANCE TRUCK DRIVERS	T	$ $ $	0 0 0	GOOD HEARING AND VISION NECESSARY SAFE AND SKILLED DRIVER
5. INDUSTRIAL ENGINEERS	T T T	$ $ $	0 0 0	COLLEGE GRADUATE GOOD IN MATHEMATICS

T - High school or less
TT - High school of more
TTT - College or more

$ - Less than $50. per week
$$ - $50. to $100. per week
$$$ - Over $100. per week

0 - Few openings
00 - Some openings
000 - Many openings

0032

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BUILDING TRADES JOB CHART

RELATED JOBS	TRAINING	EARNINGS	OPENINGS	COMMENTS
1. CARPENTERS	T	$ $ $	0 0 0	OUTDOOR WORK CLIMBING, STANDING AND SQUATTING NECESSARY
2. BRICKMASONS	T	$ $ $	0 0 0	PHYSICAL WORK WEATHER IMPORTANT
3. PAINTERS	T	$ $ $	0 0 0	STRONG ARMS NECESSARY
4. ROOFERS	T	$ $ $	0 0 0	WORK IN HIGH PLACES WORK OUT OF DOORS
5. CONSTRUCTION LABORERS	T	$ $	0 0 0	OUTDOOR WORK NEED GOOD PHYSICAL HEALTH

T - High school or less
TT - High school or more
TTT - College or more

$ - Less than $50. per week
$$ - $50. to $100. per week
$$$ - Over $100. per week

0 - Few openings
00 - Some openings
000 - Many openings

AEROSPACE JOB CHART

RELATED JOBS	TRAINING	EARNINGS	OPENINGS	COMMENTS
1. AIRLINE PILOTS	T T T	$ $ $	0 0 0	GOOD PHYSICAL AND MENTAL HEALTH NECESSARY RESPONSIBLE FOR MANY LIVES
2. AIRCRAFT MECHANICS	T T	$ $ $	0 0 0	MOST ARE EMPLOYED IN LARGE CITIES
3. TRAFFIC AGENTS AND CLERKS	T T	$ $ $	0 0 0	HIGH STANDARDS OF PERSONAL APPEARANCE AND VOICE
4. STEWARDESSES	T T	$ $ $	0 0 0	EXCELLENT HEALTH AND PERSONALITY NECESSARY IRREGULAR HOURS/STANDING
5. AEROSPACE ENGINEERS	T T T	$ $ $	0 0 0	DEFENSE EXPENDITURES CONTROL NEED FOR THEM

T - High school or less
TT - High school or more
TTT - College or more

$ - Less than $50. per week
$$ - $50 to $100. per week
$$$ - Over $100. per week

0 - Few openings
00 - Some openings
000 - Many openings

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SALES JOB CHART

RELATED JOBS	TRAINING	EARNINGS	OPENINGS	COMMENTS
1. SHOE SALESMEN OR SALESWOMEN	T	$	0 0 0	MUST BE ABLE TO COMMUNICATE CLEARLY
2. REAL ESTATE SALESMEN OR SALESWOMEN	T	$ $ $	0 0	WORK FOR COMMISSION ON SALES
3. SECURITIES SALESMEN	T T T	$ $ $	0 0 0	WORK ODD HOURS
4. INSURANCE AGENTS	T T	$ $ $	0 0	WORK ODD HOURS
5. ROUTEMEN	T	$ $ $	0	GOOD DRIVER SALES ABILITY

T - High school or less
TT - High school or more
TTT - College or more

$ - Less than $50. per week
$$ - $50. to $100. per week
$$$ - Over $100. per week

0 - Few openings
00 - Some openings
000 - Many openings

SECRETARIAL - CLERICAL JOB CHART

RELATED JOBS	TRAINING	EARNINGS	OPENINGS	COMMENTS
1. TYPISTS	T	$ $	0 0 0	RESPONSIBILITIES AND WORKING CONDITIONS VARY
2. SECRETARIES	T	$ $	0 0 0	RESPONSIBILITIES AND WORKING CONDITIONS VARY
3. RECEPTIONISTS	T	$ $	0 0 0	WORK DEALS WITH PEOPLE
4. SHIPPING CLERKS	T	$ $	0 0 0	EMPLOYED IN LARGE FACTORIES, WAREHOUSES AND STORES/LARGE CITIES
5. ELECTRONIC COMPUTER OPERATOR	T T	$ $ $	0 0 0	SHIFT WORK

T - High school or less
TT - High school or more
TTT - College or more

$ - Less than $50. per week
$$ - $50. to $100. per week
$$$ - Over $100. per week

0 - Few openings
00 - Some openings
000 - Many openings

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AEROSPACE JOB FAMILY[1]
(Chart 4 in program plan)

* Airplane ground serviceman

** Airline reservationist
** Airline stewardess
** Airport manager
** Air traffic controller
** Airline dispatcher
** Airline pilot
** Airline mechanic
** Electronics technician
** Engineering technician
** Flight engineer
** Physics technician
** Ship pilot
** Travel agent

*** Astronaut
*** Aerospace engineer
*** Electronics engineer
*** Nuclear engineer
*** Safety engineer

MECHANIC JOB FAMILY

* Airplane ground serviceman
* Automobile body repairman
* Automobile manufacturing worker
* Automobile mechanic
* Factory assembler
* Factory inspector
* Parts salesman
* Service station worker
* Welder

** Airplane mechanic
** Diesel mechanic
** Industrial machinery repairman
** Refrigerator and air conditioning repairman

*** Mechanical engineer

AGRICULTURE JOB FAMILY

* Animal keeper
* Dairy farm worker
* Farmer
* Frozen food processor
* Garden and grounds keeper
* Lumberjack

** Chemical technician
** Dairy farmer
** Florist
** Farm equipment dealer
** Forestry technician
** Fur farmer
** Nurseryman
** Poultryman
** Produce clerk
** Rancher
** Tree surgeon
** Vegetable and Fruit farmer

*** Agricultural engineer
*** County extension agent
*** Crop and soil scientist
*** Dairy technologist
*** Food technologist
*** Forester
*** Horticulturist
*** Veterinarian
*** Wildlife manager

Training required:

* High school or less
** High school plus special training
*** College and/or graduate school

[1]Science Research Associates, "Work--Widening Occupational Roles Kit," Index, 1962, 1963, 1964 and 1967, selected pages. All Job Families presented in this section were selected from this kit. (See Kit for complete listing.)

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SERVICE JOB FAMILY

* Bus boy
* Doorman
* Fireman
* Hotel bellman
* Office boy and manager

** Apartment building manager
** Barber
** Beautician
** Cosmetologist
** Dectective
** Funeral director
** Policeman and woman
** State policeman
** Restaurant manager
** Service representative for the telephone company

*** city manager
*** F.B.I. agent
*** Foreign service worker
*** Wild life manager

Maid

* Building service worker
* Hotel maid
* Homemakers' aide
* Laundry worker
* Waitress

** Airline stewardess
** Cook and chef
** Caterer
** Executive housekeeper

PROFESSIONAL ATHLETE JOB FAMILY

** Athletic equipment salesman
** Professional baseball player
** Radio-TV announcer

*** Athletic coach
*** Physical education teacher
*** Physical therapist
*** Public relations worker
*** Professional basketball player
*** Professional football player

ENTERTAINMENT-ARTIST JOB FAMILY

** Florist
** Jeweler
** Motion picture projectionist
** Photoengraver
** Painter
** Photographic equipment manufacturing worker
** Photographic laboratory technician
** Piano tuner
** Disc jockey
** Radio and television announcer
** Theatre manager
** Artist
** Band leader
** Cartoonist
** Commercial artist
** Commercial photographer
** Composers and arranger
** Dance teacher
** Dancer
** Display worker
** Dressmaker
** Fashion designer
** Film editor
** Furniture designer
** Interior designer
** Make-up artist
** News cameraman
** Opera and concert singer
** Orchestra conductor
** Singers of popular music
** Stage designer

*** Industrial designer
*** Landscape architect
*** Architect
*** Newspaper reporter

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SALES JOB FAMILY
(Chart 5 in program plan)

* Automatic vending machine routeman
* Auto parts salesman
* Bookstore clerk
* Cashier
* Clothing store salesckerk
* Drugstore clerk
* Grocery checker
* House to house salesman
* Market research interviewer
* Music store clerk
* Newsstand vendor
* Routeman
* Service station worker
* Shoe salesman

** Airline reservationist
** Auto salesman
** Comparison shopper
** Correspondence clerk
** Farm equipment dealer
** Florist
** Gift shop salesclerk
** Insurance agent
** Manufacturing representative
** Purchasing agent
** Radio-TV salesman
** Real estate agent
** Salesman
** Service representative for telephone company
** Store buyer
** Travel agent

*** Advertising account executive
*** Fund raiser
*** Securities salesman

TRANSPORTATION JOB FAMILY

* Local bus driver
* Long distance bus driver
* Long distance truck driver
* Routeman
* Taxi driver

** Automobile salesman
** Airline pilot
** Driving instructor
** Helicopter pilot
** Locomotive engineer
** Railroad freight conductor
** Merchant marine officer
** Ship pilot
** Railroad passenger conductor
** Traffic manager
** Travel agent

MILLWORK - TECHNICAL JOB FAMILY
(Chart 2 in program plan)

* Apprentice
* Assembler in electronics
* Factory assembler
* Factory inspector
* Guards and watchman
* Long distance trucker
* Machine tool operator
* Packer and wrapper
* Power truck driver
* Production painter
* Saw mill worker
* Sewing room operator
* Sewing room supervisor
* Shipping clerk

** Electroplater
** Electronics technician
** Foundry worker
** Garment worker
** Industrial machinery repairman
** Lather
** Machinist
** Mill wright
** Molder
** Pattern maker
** Rubber products worker
** Tool and die maker

*** Safety engineer

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TEACHER JOB FAMILY

* Ballroom dance teacher

** School secretary
** Teachers' aide

*** Art teacher
*** Athletic coach
*** Guidance counselor
*** Home economist
*** Kindergarten and nursery teacher
*** Librarian
*** School principal
*** Speech and hearing teacher
*** Teacher
*** Teacher of exceptional children
*** Recreation worker
*** Vocational rehabilitation counselor

SECRETARIAL - CLERICAL JOB FAMILY
(Chart 6 in program plan)

* Bank clerk
* Bookkeeper
* Bookkeeping machine operator
* Data processing machine operator
* File clerk
* Insurance clerk
* Key punch operator
* Receptionist
* Telephone operator
* Typist and stenographer

** Correspondence clerk
** Employment agency interviewer
** Executive secretary
** Foreign service clerical worker
** Hotel and motel room clerk
** Legal secretary
** Medical records librarian
** Office machine operator
** Office manager
** Proofreader
** Purchasing agent

*** Personnel worker
*** Public relations worker

SCIENCE AND RELATED FIELDS JOB FAMILY

* Data processing machine operator
* Drug manufacturing worker
* Key punch operator

** Air conditioning technician
** Atomic energy technician
** Broadcast technician
** Cartographer
** Chemical technician
** Electroplater
** Engineering technician
** Forestry technician
** Physics technician
** Programer
** Tree expert
** Vegetable and fruit farmer

*** Aerospace engineer
*** Agricultural engineer
*** Chemical engineer
*** Crop and soil scientist
*** Dairy technologist
*** Food technologist
*** Forester
*** Geologist

BUILDING TRADES JOB FAMILY
(Chart 3 in program plan)

* Apprentice
* Construction laborer

** Asbestos and insulation worker
** Bricklayer
** Building contractor
** Cabinet maker
** Carpenter
** Cement mason
** Draftsman
** Electrician
** Painter and paper hanger
** Plasterer
** Pipe fitter
** Plumber
** Roofer
** Structural iron worker

*** Air conditioning and refrigeration engineer
*** Architect

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HEALTH CAREERS JOB FAMILY
(Chart 1 in program plan)

Doctors and Paraprofessionals

* Hospital attendant

** Male nurse
** Laboratory technician
** Medical assistant

*** Anesthetist
*** Dentist
*** Hospital administrator
*** Medical social worker
*** Medical technologist
*** Pharmacist
*** Podiatrist
*** Physician
*** Public health sanitarian worker
*** Veterinarian
*** X-Ray technologist
*** Physical therapist

Nurse

* Health attendant
* Home nursing aide
* Hospital attendant
* Nurses' aide
* Receptionist

** Dental assistant
** Dental hygienist
** Dental technician
** Licensed practical nurse
** Laboratory technician
** Medical records librarian
** Medical technologist
** Public health nurse
** Registered nurse
** X-Ray technician

*** Dietician
*** Medical social worker
*** Physical therapist
*** Public health sanitarian
*** Speech and hearing clinician
*** Industrial hygienist

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APPENDIX C

JOB INFORMATION

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APPENDIX C

JOB INFORMATION*

Notes of Interest For Leader

"HEALTH CAREERS JOB CHART"

1. NURSES, REGISTERED PROFESSIONAL

Nursing care plays a major role in the treatment of persons who are ill. They administer medications and treatments prescribed by physicians, and perform skilled bedside care for the sick or injured, etc.

Hospital nurses are the largest group of registered nurses. There are private duty nurses, office nurses, public health nurses, nurse educators, and occupational health or industrial nurses that work for industry and government.

Graduation from high school is required for admission to all schools of professional nursing. Then the student must graduate from the school of nursing and pass a state board examination. This usually requires 3 years of training. Four or sometimes five years are required to get a bachelor's degree in nursing from a college or university.

Young people considering a nursing career should have an interest in people and a desire to care for the sick and injured. Other desired personal qualifications include dependability, good judgment, patience, and good physical and mental health. They should also be interested in science and mathematics.

A rise in the demand for nurses is expected because of the country's rising population. Also, more people seek medical care because of hospitalization programs, medicare, medicaid, etc.

Under the Nurses Training Act a needy student may obtain a loan, a portion of which does not have to be repaid if the student obtains full-time employment in nursing after graduation.

The majority of hospital nurses receive extra pay for work on evening or night shifts. Nearly all are provided at least two weeks of paid vacation after one year of service. Most hospital nurses receive from 5 to 13 paid holidays a year and also some type of health and retirement benefits.

Where to go for more information?

ANA-NLN Nursing Careers Program
American Nurses' Association
10 Columbus Circle
New York, N. Y. 10019

*This additional information on each job listed on the Job Charts was summarized from: Occupational Outlook Handbook, Bulletin No. 1550, 1968-69 Edition, U. S. Department of Labor, Bureau of Statistics, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 20402. Price $4.25.

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2. MALE NURSES, REGISTERED PROFESSIONAL -- Most information same as above. Only about 1 percent of all employed professional nurses are men at this time. This is a rapidly growing field of opportunity. Male nurses are especially needed to care for male patients in veterans' hospitals and mental hospitals.

3. NURSES' AIDES -- women are employed as hospital attendants and men are often known as orderlies. They work under the direction of registered professional nurses and licensed practical nurses. They perform a variety of duties, most of which require relatively little specialized training but all of which contribute to the comfort and care of their patients. Their doing this work frees the nurse to do more technical work. Tasks that aides often perform are answering call bells, delivering messages, serving meals, feeding patients who cannot feed themselves, making beds, bathing or dressing patients, arranging flowers, giving back rubs, taking temperatures and assisting patients in getting out of bed and walking. Orderlies provide many of the same services for male patients and, in addition, perform such tasks as wheeling patients to operating and examining rooms and transporting and setting up heavy equipment.

   Although some employers hire persons with less than a high school education as hospital attendants, high school graduates are nevertheless preferred. Courses in home nursing and first aid, offered by many public school systems, provide a useful background of information for the work. Hospital attendants are generally trained in their duties after they are hired. With specialized training they may prepare themselves for better paying positions.

   Employment of hospital attendants is expected to increase very rapidly through the 1970's.

   Though earnings are usually below $50 per week, some institutions provide free lodging, free meals or meals at cost, as well as uniforms and laundering of uniforms. Most work 40 hours or less a week. Most receive vacations after one year of service, paid holidays, sick leave, hospitalization and medical benefits, and pension plans are also available to many hospital employees.

   Where to go for more information?

   ANA-NLN Nursing Careers Program
   American Nurses' Association
   10 Columbus Circle
   New York, N. Y. 10019

4. DENTAL HYGIENIST -- work under the supervision of a dentist; they clean teeth and assist the dentist. They may also take and develop X-rays, mix filling compounds, etc. Most happen to be women.

   For dental hygienists interested in practicing in a private office, completion of the 2-year program is usually sufficient. The minimum requirement for admission to a school of dental hygiene is graduation from high school. The ability to work well with people and patience as well as manual dexterity and attentiveness to detail are essential in this field. Most states require a license.

   The employment opportunities for dental hygienists are expected to be excellent through the 1970's because of a growing awareness of the importance

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of regular dental care. Dental hygienists usually work a 40-hour week. They may work on Saturdays. Most hygienists are employed in clean, well-lighted offices but may have to stand for long periods of time. Regular medical check-ups and strict adherence to established procedures for using X-ray equipment are important health protections.

Where to go for more information?

American Dental Hygienists' Association
211 East Chicago Avenue
Chicago, Illinois 60611

5. DENTISTS -- dentists look for and fill cavities in the teeth, straighten teeth, take X-rays of the mouth, and treat gum diseases. Dentists also extract teeth and substitute artificial dentures especially designed for the individual patient. In addition, they clean teeth and examine the mouth for disease. They spend most of their time with patients, but some time may be devoted to laboratory work such as making dentures and inlays. Some dentists employ dental hygienists to clean patients' teeth and dental assistants who perform office work and assist the dentist in his "chair-side" duties. Most dentists are general practitioners. Some dentists specialize.

Orthodontists straighten teeth. Oral surgeons perform operations in the mouth and jaws. There are others. Some dentists teach and some do research. Only two percent of dentists happen to be women.

A dentist must first graduate from high school, then from two years of predental college work and then from four years of professional dental school training and then pass a state license examination. Competition is keen for admittance to dental schools. College grades and recommendations must be good.

It is anticipated that the demand for dental services will increase along with an explanding population, the growing awareness of the importance of regular dental care, and the development of new payment arrangements which make it easier for people of moderate means to obtain dental service.

Dentists usually work between 40 and 50 hours a week.

Dental education is very costly because of the length of time it takes to earn the dental degree. However, the Health Professions Educational Assistance Act of 1963, as amended, provides federal funds for loans and scholarships up to $2,500 a year to help needy students pursue full-time study leading to the degree.

The profession of dentistry requires both manual skills and a high level of intelligence. Dentists should have good visual memory, excellent judgment of space and shape, delicacy of touch, and a high degree of manual dexterity, as well as scientific ability. A liking for people and a good business sense are helpful in achieving success in private practice.

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Where to go for more information?

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611

"MILLWORK JOB CHART"

1. INSPECTORS -- almost everything manufactured must be carefully inspected during the manufacturing process. The millions of automobiles, sewing machines, television sets, production machines, and other mass-produced items must be tested and inspected to make sure they operate properly. The workers who see that the size and quality of raw materials, parts, assemblies, and finished products meet specifications are known as inspectors. Inspectors use a variety of methods in order to be certain that the products they examine conform to specifications. They may merely look for scratches and other defects in products or parts; or they may use gages, micrometers, and other measuring devices to check the accuracy of the parts. Some inspectors use handtools, such as screw drivers or pliers, in their work. In some industries, inspectors may make minor repairs and adjustments and grade products for quality. The kinds of products that inspectors check vary widely by industry. For example, in radio and television manufacturing plants, many inspectors test tubes and circuits to see that they meet specifications. In the automobile industry, they examine raw materials and parts during the various stages of manufacturing, as well as the complete automobile. Skilled inspectors work under general supervision whereas semi-skilled inspectors usually work under close supervision.

   Inspectors (most of whom are semi-skilled) are employed in a wide variety of manufacturing industries. About one half of all semi-skilled inspectors are women.

   Semi-skilled inspectors generally are trained on the job for a brief period--from a few hours or days to several months, dependeng on the skill required. Many employers look for applicants who have good health and eyesight, can follow directions, and are dependable. A few semi-skilled inspectors, after acquiring sufficient experience and knowledge, may advance to foremen jobs.

   The employment of semi-skilled inspectors is expected to increase slowly through the 1970's. The growing complexity of the products manufactured in our factories and rising quality standards should also result in a need for more inspectors. These factors will be partially offset, however, by the increasing use of mechanized and automatic inspection equipment.

   Inspectors' earnings vary considerably depending on their skill, the type of product inspected, the method of wage payment, and the size and location of the plant in which they are employed. The working conditions of inspectors also vary considerably. Most of the labor-management contracts in manufacturing plants employing inspectors provide for fringe benefits such as paid holidays and vacations, health insurance, life insurance and retirement pensions.

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2. MACHINISTS -- the all-round machinist is a skilled metal worker who makes metal parts with machine tools. A machinist can set up and operate most types of machine tools. His wide knowledge of shop practice and the working properties of metals, plus his understanding of what the various machine tools do, enable him to turn a block of metal into an intricate part meeting precise specifications. Variety is the main characteristic of the work of an all-round machinist. He plans and carries through all operations needed in turning out machined products. He often uses precision-measuring instruments, such as micrometers and gages, to measure the accuracy of his work to thousandths or even millionths of an inch. After completing machining operations, he may finish the work by hand, using files and scrapers, and then assemble the finished parts with wrenches and screw drivers. Machinists are employed in maintenance departments to make or repair metal parts of machines and equipment and need to have a broad knowledge of mechanical principles.

Almost every factory using a substantial amount of machinery employs all-round machinists to keep its mechanical equipment operating. An important advantage of this occupation is that machinists can be employed in almost every locality and industry because their skills are required to maintain all types of machinery.

According to most training authorities, a four year apprenticeship is the best way to learn the machinist trade. Many machinists, however, have qualified without an apprenticeship by picking up the trade over years of varied experience in machining jobs. Several companies have training programs which qualify some of their employees as machinists in less than four years. A young person interested in becoming a machinist should be mechanically inclined and temperamentally suited to do highly accurate work that requires concentration as well as physical effort. A high school or vocational school education is desirable preparation for machinist training and is required by many employers. Courses in mathematics and physics and some knowledge of electronics and hydraulics may be helpful both during and after apprenticeship training. Numerous promotional opportunities are available to all-round machinists. Many advance to foreman of a section or to other supervisory jobs. With additional training, others may become tool and die makers or instrument makers. A skilled machinist has excellent opportunities to advance into other technical jobs in machine programming and tooling. Machinists can also open their own machine shops. Most machinists are men.

A moderate increase in number of all-round machinists is expected throughout the 1970's, as a result of the anticipated expansion of metal-working activities. The employment of machinists is expected to increase, especially in maintenance shops as industries continue to use a greater volume of complex machinery and equipment. Skilled maintenance machinists are needed to prevent costly breakdowns in highly mechanized plants where machine tools often are linked together by transfer equipment. In such plants, a breakdown of one machine may stop many other machines.

The earnings of all-round machinists compare favorably with those of other skilled factory workers.

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3. MACHINE TOOL OPERATORS -- machine tool operators shape metal to precise dimensions by the use of machine tools. Most operators can operate only one or two machine tools; some can operate several. Many operators are semi-skilled machine tenders who perform simple, repetitive operations that can be learned quickly. Other operators, however, are skilled workers who can perform complex and varied machining operations. A typical job of a semi-skilled operator is to place rough metal stock in a machine tool on which the speeds and operation sequence have already been set by a skilled worker. The work of skilled machine tool operators is usually limited to a single type of machine and involves little or no hand fitting or assembly work. He plans and sets up the correct sequence of machining operations according to blueprints, layouts, or other instructions.

Machine tool operators are mainly employed in factories that manufacture fabricated metal products, transportation equipment, and machinery in large quantities. Skilled machine tool operators work in production departments, maintenance departments, toolrooms, and job shops. Because of their limited training few semi-skilled operators work in maintenance departments or in job shops.

Most machine tool operators learn their skills on the job. A beginner usually starts by observing a skilled operator at work. When the learner first operates a machine, he is supervised closely by a more experienced worker. He gradually acquires experience and learns to operate a machine tool, read blueprints, and plan the sequence of machining work. Individual ability and effort largely determine how long it takes to become a machine tool operator. Semi-skilled machine tool operators generally learn their jobs within a few months. However, it usually takes 1-1/2 to 2 years of on-the-job training and experience to become a skilled machine tool operator.

The use of faster and more versatile automatic machine tools and the increasingly widespread use of numerically controlled machine tools will result in greater output per worker and tend to limit employment growth.

Machine tool operators are paid on an hourly rate or incentive basis or on the basis of a combination of both methods. Increasing emphasis upon these and other safety regulations have reduced the accident rate for these workers.

Where to go for more information?
(Inspectors, Machinists and Machine Tool Operators)

The National Machine Tool Builders Association
2139 Wisconsin Avenue, NW
Washington, D. C. 20007

4. TRUCKDRIVERS, LONG DISTANCE -- the men at the wheel of the big trucks on highways and turnpikes are generally the top professional drivers. They drive the largest and most expensive equipment and receive the highest wages of all drivers. They are on their own practically all the time and have a great deal of responsibility. The work requires a good deal of initiative, as they must transport goods and materials of great value which must be delivered safely and on time. Unlike the local truckdriver who spends considerable time in loading and unloading, the over-the-road driver spends

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practically all of his working time in driving. Safe driving practices and courtesy are of the utmost importance. Every one has seen the emergency warning signals set out by a driver near his disabled truck on the edge of the highway. Many motorists have noted the courtesy of truckdrivers who pull off to the shoulder of the road at the top of a hill to allow the accumulated traffic to pass. The U. S. Department of Transportation (USDT) regulations require drivers to inspect their trucks before and after trips and make out reports on the condition of the vehicle at the end of the run.

Many long distance truckdrivers work out of large cities such as Chicago and Los Angeles; however, some large companies have their operating headquarters in fairly small towns. Over-the-road drivers are employed by private and for-hire carriers.

Regulations of the USDT establish minimum qualifications for over-the-road drivers. The driver must be at least 21 years of age, able-bodied, with good hearing and vision of at least 20/40 with or without glasses. He must be able to read and speak English, have at least one year's driving experience (which may include driving private automobiles) and a good driving record. Many require at least a grade school education; others require two years of high school. The standards for over-the-road drivers are generally higher than those for local truckdrivers. The tractor-trailer often seen on highways usually costs between $20,000 and $25,000 and the load inside may be worth more than $100,000. The owners of such valuable equipment, therefore, employ experienced drivers who also can accept great responsibility. Young men interested in becoming professional drivers should begin by taking the driver-training courses offered by many high schools. A high school course in automotive mechanics is also helpful. Long-haul driving is considered a senior driving job and most such drivers have previous experience in local trucking. Usually they enter this occupation by first driving a small, light truck; then, after gaining experience, they get jobs driving the larger and more complicated trucks. A young man may also begin as a helper to a local truckdriver, assisting him in loading and unloading the truck, and occasionally doing some relief driving. Most drivers can only expect to advance, on the basis of seniority, to driving runs that provide increased earnings or preferred schedules and working conditions.

The employment of over-the-road truckdrivers is expected to increase very rapidly through the 1970's. Substantial growth in the volume of industrial freight is anticipated, resulting from increased commercial and industrial activity and the continued decentralization of industry. The growth of chain stores and the trend to smaller inventories and decentralization of factories require daily coordination of shipping which can best be handled by trucks. Improvements in trailer design have also contributed to more over-the-road trucking by making it possible to ship certain kinds of freight, such as frozen goods and livestock, for longer distances. Demand for trucking services may increase as a result of new trucking methods which promise reduced handling and shipping time and, therefore, reduced freight costs for small loads. The over-the-road driver has a better chance of remaining employed during business recessions than workers in many other occupations. Although the total tonnage moved may temporarily decline, over-the-road trucking is less affected than other means of transportation.

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Most over-the-road drivers earned at least $150 a week in 1966 and the majority made far more. Better experienced over-the-road drivers can earn $12,000 or more a year. The earnings of an individual driver are affected by such factors as mileage driven, number of hours worked, type of equipment driven or the weight of the loads carried, type of "run" and the nature of the cargo or the weight of the loads carried, with premium rates paid for transporting flammable or otherwise hazardous commodities. Over-the-road truckdrivers are often required to spend time away from home -- particularly when they drive long runs. The driver often starts out in the evening and arrives at the terminal in the other city the following morning. In such instances, the company provides lodging for the driver either in a company dormitory or a hotel. In the evening, he starts on his return trip and arrives at the home terminal the following morning. Some companies use two-man sleeper teams on their very long runs. Two periods of four hours of resting or sleeping in a berth in the truck meet the USDT requirement of eight hours off duty following ten hours of driving. That means that the drivers on a run may remain with the truck in some cases for over 100 hours. Although earnings on sleeper runs are the highest in this field of work, few drivers stay with this type of run very long. The work is very tiring and requires being away from family and friends for days and even weeks.

Where to go for more information?

American Trucking Associations
1616 P St., NW
Washington, D. C. 20036

5. INDUSTRIAL ENGINEERS -- industrial engineers determine the most effective methods of using the basic factors of production - manpower, machines, and materials. They are concerned with people and "things," in contrast to engineers in other specialties who generally are concerned more with developmental work in subject fields, such as power, mechanics, structure, or materials. They may design systems for data processing and apply operations research techniques to complex organizational, production, and related problems. Industrial engineers also develop management control systems to aid in financial planning and cost analysis, design production planning and control systems to insure coordination of activities and to control the quality of products, and may design and improve systems for the physical distribution of goods and services.

   The increasing complexity of industrial operations and the expansion of automated processes, coupled with the continued growth of the nation's industries, are among the major factors expected to increase the demand for industrial engineers. Growing recognition of the importance of scientific management and safety engineering in reducing costs and increasing productivity is also expected to stimulate the demand for persons in this branch of engineering.

"BUILDING TRADES JOB CHART"

1. CARPENTERS -- carpenters, the largest group of building trades workers, are employed in almost every type of construction activity. They erect the wood framework in building, including subflooring, sheathing, partitions, floor joists, studding, and rafters. When the building is ready

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for trimming, they install molding, wood paneling, cabinets, window sash, doorframes, doors, and hardware, as well as build stairs and lay floors. Carpenters, when doing finish work, must take proper care with the appearance as well as the structural accuracy of the work. As part of their job, carpenters also saw, fit, and assemble plywood, wallboard, and other materials. They use nails, bolts, wood screws, or glue to fasten materials. Carpenters use handtools such as hammers, saws, chisels, and planes, and power tools such as portable power saws, drills, and rivet guns. Some carpenters specialize in installing acoustic panels on ceilings and walls; others specialize in the installation of millwork and finish hardware (trimming), laying hardwood floors, or building stairs. Specialization is more common in the large cities.

Most carpenters work in the construction industry and are employed mainly by contractors and homebuilders at the construction site. Carpenters are mostly employed in new construction. A large number, however, are employed on alteration or modernization work.

Most training authorities recommend the completion of a 4-year apprenticeship program as the best way to learn carpentry. A substantial number of workers in this trade, however, have acquired some carpentry skills informally, for example, by working around a farm. Many of these men have also gained some of the knowledge of the trade by taking correspondence or trade school courses. A high school education or its equivalent is desirable. Good physical condition, a good sense of balance, and lack of fear of working on structures high above the ground are important assets. It is important for young men interested in entering the carpentry trade to obtain all-round training of the kind given in apprenticeship programs, particularly because of technological innovations that are increasingly affecting carpentry skills. Carpenters with such training will have especially favorable long-range job prospects. They will be in much greater demand, have better opportunities for advancement than those in the trade who can do only the relatively simple, routine types of carpentry work. Carpenters may advance to carpenter foremen or to general construction foremen. Carpenters usually have greater opportunities than most building craftsmen to become general construction foremen since carpenters are familiar with the entire construction process. Some self-employed carpenters are able to become contractors and employ other journeymen.

Employment of carpenters is expected to increase slowly through the 1970's, assuming relatively full employment nationally and the high levels of economic activity needed to achieve this goal. The use of construction materials that are prepared off site is expected to increase. Employment of carpenters will also be affected by the increased use of construction materials and techniques that reduce the amount of carpentry work required in residential buildings.

The minimum hourly rates for carpenters ranged from $3.35 to $5.95. Like other building trades, the work of the carpenter is active and sometimes strenuous, but exceptional physical strength is not required. However, prolonged standing, as well as climbing and squatting, is often necessary. Many young persons like carpentry because they are able to work outdoors.

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Where to go for more information?

Associated General Contractors of America, Inc.
1957 E. St., NW
Washington, D. C. 20006

2. BRICKMASONS -- bricklayers (or brickmasons) are craftsmen who construct walls, partitions, fireplaces, chimneys, and other structures from brick. They also work with various other masonry materials, such as concrete or cinder block; precast panels made of concrete, stone, or marble; porcelain glazed tile; structural tile; and terra cotta (a hard baked clay material used for ornamental purposes). They also install the brick linings of industrial kilns and furnaces. Bricklaying requires careful, accurate work combined with planning and proper layout so that the structure will have a uniform appearance and the brickwork will line up with windows, doors, and other openings in an acceptable manner. Craftsmen in this trade mainly use handtools, including trowels, brick hammers, levels, jointers, brick cutting chisels, and rules. Powersaws are often used for cutting and fitting masonry materials; however, a bricklayer will usually cut brick with his trowel, brick hammer, or brick chisel. Journeymen bricklayers are usually assisted by hod carriers or helpers who stock scaffolds with mortar, bricks, and blocks; mix the mortar; and set up and move scaffolding.

The great majority of bricklayer work mainly is on new building construction. Bricklayers do a considerable amount of alteration work, especially in the larger cities where construction of fire-resistant partitions, store front remodeling and similar modernization work are often done. They also do a substantial amount of maintenance and repair work.

Most training authorities recommend the completion of a three year apprenticeship program as the best way to learn this trade. Many workers in this trade have acquired bricklaying skills informally by working for many years as helpers or hod carriers, observing or being taught by experienced bricklayers. Many of these persons have gained additional knowledge of their trade by taking trade school courses. Apprenticeship applicants are generally required to be between the ages of 17 and 24. A high school education or its equivalent is desirable. Hourly wage rates for bricklayer apprentices generally start at 50 percent of the journeyman rate and increases periodically until 95 percent of the journeyman's rate is achieved during the last period of the apprenticeship. A bricklayer must have an eye for straight lines and proportions. Good physical condition and manual dexterity are important assets. Bricklayers may advance to jobs as foremen. They may also become estimators for bricklaying contractors.

Employment of bricklayers is expected to rise moderately through the 1970's. Much of the expected growth in this trade will result from the anticipated large increase in construction activity.

Hourly wage rates for bricklayers rank among the highest in the building trades. Among individual cites surveyed, the minimum hourly rates for bricklayers ranged from $4 to $5.70. Although these hourly rates indicate high annual incomes for bricklayers, time lost because of inclement weather and occasional periods of unemployment between jobs make average annual earnings less than hourly rates of pay imply. Like the work in other building trades, the work of the bricklayer is active and sometimes

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strenuous. It involves stooping to pick up materials, moderately heavy lifting, and prolonged standing. Most of the work is done outdoors.

Where to go for more information?

Associated General Contractors of America, Inc.
1957 E. St., NW
Washington, D. C. 20006

3. PAINTERS -- painters prepare the surfaces of buildings and other structures and then apply paint, varnish, enamel, lacquer, and similar materials to these surfaces. One of the primary duties of the painter--especially in repainting--is to prepare the surface. Loose paint must be removed by scraping or by heating with a blowtorch and then scraping. Grease must be removed, nail holes and cracks filled, rough spots sandpapered, and dust brushed off. Usually, new surfaces must be covered with a prime coat or sealer to provide a suitable surface or base on which to apply fresh paint. Paint is applied to many kinds of materials, including wood, structural steel, and clay products, generally by a brush, spray gun, or roller.

A painter must be skilled in handling brushes. He must be able to mix paints, match colors, and must have a knowledge of paint composition and color harmony. He also must know the characteristics of common types of paints and finishes from the standpoints of durability, suitability for different purposes, and ease of handling and application.

Most painters work for contractors engaged in new construction activity. Substantial numbers of painters are employed by contractors to do repair, alteration, or modernization work.

Most training authorities recommend the completion of a three year formal apprenticeship as the best way to become a journeyman painter. A substantial proportion of painters, however, have learned the trade informally, by working for many years as helpers or handymen, observing or being taught by experienced craftsmen. Painters may advance to foremen. They also may advance to jobs as estimators for painting and decorating contractors--computing material requirements and labor costs. Some may become superintendents on large contract painting jobs, or they may establish their own business as painting and decorating contractors.

The large rise anticipated in construction activity is expected to result in a growing demand for painters. Moreover, recently developed paints, such as polyester and vinyl coatings and epoxys, that are heat-, abrasion-, and corrosion-resistant have resulted in new uses for paints and additional job opportunities for painters.

Hourly rates for painters range from $2.90 to $4.97. Painters are required to stand for long periods of time, to climb, and to bend at their work. A painter must have strong arms because much of the work is done with arms raised overhead.

4. ROOFERS -- roofers apply composition roofing and other materials, such as tile and slate, to the roofs of buildings. They also waterproof and dampproof walls and other building surfaces. Roofers also use metal, tile, and

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slate for the more expensive type of roofs. Handtools usually are used in applying roof surfaces--for example, hammers, roofing knives, mops, pincers, and caulking guns. Roofers also do waterproofing and dampproofing work on parts of structures other than roofs, such as masonry or concrete walls of swimming pools and other tanks. In dampproofing work he usually sprays a coating of tar or asphalt on interior or exterior surfaces to avoid the penetration of moisture.

Roofers work for roofing contractors on new building construction. They also do maintenance and repair work, especially on composition roofing. A few roofers are self-employed, doing either roofing on small, new building work or repairs and alterations.

Most training authorities recommend completion of a three-year apprenticeship program, covering all types of roofing work, as the superior way to learn this trade. A substantial proportion of workers, however, have acquired roofing skills informally, by working for many years as helpers or handymen, observing or being taught by experienced roofers. Roofers may advance to foreman and to superintendent for a roofing contractor. Also, they may enter business for themselves, and hire other roofers.

Employment of roofers is expected to increase mainly because of the anticipated rapid increase in construction activity.

The minimum hourly rates for composition roofers ranged from $4.25 to $5.50. Roofers' work, like that of other building tradesmen, is sometimes strenuous. It involves prolonged standing, as well as climbing, bending, and squatting. These workers risk injuries from slips or falls from scaffolds or roofs. They may have to work outdoors in all types of weather, particularly when doing repair work. Roofing work may be especially hot during the warmer months.

5. CONSTRUCTION LABORERS -- construction laborers work on all types of building construction and on other types of construction projects, such as highways, dams, piplines, and water and sewer projects. Their work includes the loading and unloading of construction materials at the worksite and the shoveling and grading of earth. Laborers stack and carry materials, including small units of machinery and equipment, and do other work that aids building craftsmen. They also erect and dismantle scaffolding, set braces to support the sides of excavations, and clean up rubble and accumulated debris to provide clear work areas. They perform much of the work done by wrecking and salvage crews during demolition of buildings. When concrete is mixed at the worksite, laborers unload and handle materials and fill hand-loaded mixers with ingredients. Whether the concrete is mixed on-site or hauled in by truck, laborers pour and spread the concrete, and spade or vibrate it to prevent air pockets. In highway paving laborers clean the right-of-way, fine grade and prepare the site, handle and place the forms into which wet concrete is poured, and cover new pavement with straw, burlap, or other materials to prevent excessive drying. Building and construction laborers are commonly classified as unskilled workers, but this term can be misleading. Their work covers a wide range of requirements

Laborers are employed by all types of construction contractors. A large number of these workers are also employed by state and municipal public

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works and highway departments and by public utility companies in road repairing and maintenance, and excavating.

Little formal training is required to obtain a job as a building or construction laborer. Generally, to be employed in these jobs, a young man must be at least 16 years of age and in good physical condition. A laborer's first job is usually on the simplest type of work, but as he gains experience he does more difficult work. If he works closely with a skilled craftsman for several years, he may be able to pick up the skills of the trade.

The anticipated large increase in construction activity is expected to result in a growing demand for laborers and hod carriers, but the increase in their employment will be sharply limited by more widespread use of mechanized equipment. For example, construction materials formerly handled at the construction site, such as brick, concrete, and lumber, are moved by forklift trucks, powered wheelbarrows, and conveyor belts.

Hourly rates for bricklayer's tenders ranged from $1.95 to $5.05. Construction work is physically strenuous since it requires frequent bending, stooping, and heavy lifting. Much of the work is performed outdoors.

"AEROSPACE JOB CHART"

1. AIRLINE PILOTS -- the men who have the responsibility for flying a multi-million dollar plane and transporting safely as many as 200 passengers or more are the pilot and co-pilot. The pilot (called "captain" by airlines) operates the controls and performs other tasks necessary for flying a plane into the air, keeping it on course, and landing it safely. He supervises a crew which usually includes--in addition to the co-pilot--a flight engineer and flight attendants. Both captain and co-pilot must do a great deal of planning before their plane may take off. Before each flight, they confer with the company meteorologist about weather conditions and, in cooperation with the airline dispatcher, they prepare a flight plan along a route and at altitudes which offer the best weather and wind conditions so that a safe, fast, and smooth flight will be possible. This flight plan must be approved by Federal Aviation Administration (FAA) air traffic control personnel. Just prior to take-off, both men check the operation of each engine and the functioning of the plane's many instruments, controls, and electronic and mechanical systems. The captain also supervises the navigation of the flight and keeps close watch on the many instruments which indicate the plane's fuel load and the condition of the engines, controls, electronic equipment, and landing gear. The co-pilot assists in these duties.

   Airlines employ most pilots. Several thousand worked in business flying and in for-hire operations. In addition, several thousand pilots were employed by companies to inspect pipelines and installations for oil companies and to provide other aerial services, such as private flight instruction, and flights for sightseeing, skywriting, and aerial photography. A small number worked for aircraft manufacturers as test pilots.

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To do any type of commercial flying, pilots or co-pilots must be licensed by the FAA. Airline captains must have an "airline transport pilot's" license. Co-pilots, and most pilots employed in general aviation, must have a "commercial airplane pilot's" license. To qualify for a license as a commercial pilot, applicants must be at least 18 years of age and have at least 200 hours of flight experience. Before a person may receive any license of rating by the FAA. A young man may obtain the knowledge, skills, and flight experience necessary to become a pilot through military service or from a private flying school. All applicants must be high school graduates; some airlines require two years of college and prefer to hire college graduates. Physical requirements for pilots, especially in scheduled airline employment, are very high. They must have a least 20/100 vision corrected to 20/20, good hearing, outstanding physical stamina, and no physical handicaps that would prevent quick reactions. Since flying large aircraft places great responsibility upon a pilot, the airlines use psychological tests to determine an applicant's alertness, emotional stability and maturity, and his ability to assume responsibility, command respect, and make quick decisions and accurate judgments under pressure.

A rapid rise in the employment of airline pilots is expected through the 1970's. Employment of pilots outside the scheduled airlines is expected to continue to grow very rapidly, particularly in business flying, aerial application, air-taxi operations, and patrol and survey flying.

Captains and co-pilots are among the highest paid wage earners in the nation. Those employed by the scheduled airlines averaged about $21,000 a year in domestic air transportation and nearly $25,000 in international operations in late 1966.

Where to go for more information?

International Air Line Pilots Association
55th St. and Cicero Ave.
Chicago, Illinois 60638

2. AIRCRAFT MECHANICS -- aircraft mechanics have the important job of keeping airplanes operating safely and efficiently. Mechanics employed by the airlines work either at the larger airline terminals making emergency repairs on aircraft (line-maintenance work) of at an airline main overhaul base, where they make major repairs or perform the periodic inspections that are necessary on all aircraft. These mechanics may specialize in work on a particular part of the aircraft, such as propellers, landing gear, hydraulic equipment, airborne electronic communications and control equipment, instruments, or on sheet metal sections.

Most aircraft mechanics are employed by the scheduled airlines. Most airline mechanics are employed in the larger cities on the main airline routes. Each airline usually has one main overhaul base where more than half of its mechanics are employed.

Mechanics responsible for any repair or maintenance operation must be licensed by the FAA as either an "airframe mechanic" (to work on the plane's fuselage, covering surface, landing gear, and control surfaces such as rudder or ailerons); "powerplant mechanic" (to work on the plane's

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engines); "airframe and powerplant mechanic" (to work on all parts of the plane); or as a "repairman" who is authorized to make only specified repairs. At least 18 months' experience working with airframes or engines is required to obtain an airframe or powerplant license, and at least 30 months' experience working with both engines and airframes is required for the combined airframe and powerplant license. The larger airlines train apprentices or trainees in a carefully planned three or four year program of instruction and work experience. Men who have learned aircraft maintenance in the Armed Forces are usually given credit for this training towards the requirements of apprenticeship or other on-the-job training programs.

The number of aircraft mechanics employed by scheduled airlines is expected to increase rapidly through the 1970's because of the substantial increase in the number of aircraft in operation.

Mechanics employed by the scheduled domestic and international airlines earned, on the average, $665 a month in late 1966. Other aircraft mechanics generally had lower average earnings. Airline mechanics work in hangars or in other indoor areas whenever possible. However, when repairs must be made quickly, which is sometimes the case in line-maintenance work, mechanics may work outdoors.

3. TRAFFIC AGENTS AND CLERKS -- selling flight tickets, reserving seats and cargo space, and taking charge of the ground handling of planes are some of the duties of traffic agents and clerks. This group of workers includes ticket or reservation agents and clerks, operations or station agents and traffic representatives. Reservation sales agents and clerks give customers flight schedule and fare information over the telephone. Ticket agents sell tickets and fill out ticket forms, including such information as the flight number and the passenger's name and destination. They also check and weigh baggage, answer inquiries about flight schedules and fares, and keep records of tickets sold.

Traffic staffs are employed principally in downtown offices and at airports in or near large cities where most airline passenger and cargo business originates.

Traffic agents and clerks must deal directly with the public, either in person or by telephone. For this reason, airlines have strict hiring standards with respect to appearance, personality, and education. A good speaking voice is essential because these employees frequently use the telephone or public address systems. High school graduation generally is required, and college training is considered desirable. Experience with freight, passenger, or express traffic in other branches of transportation is also desirable. Both men and women are employed as reservation and ticket agents; however, most operations agents are men. Traffic agents may advance to traffic representatives and supervisor. A few may eventually move to city and district traffic and station manager. Some transfer to better paying jobs with travel agencies or to the traffic department of big corporations.

Employment of traffic personnel will increase rapidly over the 1970's mainly because of anticipated growth in passenger and cargo traffic.

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Reservations and ticket agents employed by several airlines indicate that their beginning salaries ranged from $388 to $436 a month.

4. STEWARDESSES -- stewardesses or stewards (sometimes called flight attendants) are aboard almost all passenger planes operated by the commercial airlines. Their job is to make the passengers' flight safe, comfortable, and enjoyable. Like other flight personnel, they are responsible to the captain. Before each flight the stewardess attends the briefing of the flight crew. She sees that the passenger cabin is in order, that supplies and emergency passenger gear are aboard, and that necessary food and beverages are in the galley. As the passengers come aboard, she greets them, checks their tickets, and assists them with their coats and small luggage. On some flights she may sell tickets. During the flight the stewardess makes certain that seat belts are fastened and gives safety instructions when required. She answers questions about the flight and weather, distributes reading matter and pillows, helps care for small children and babies, and keeps the cabin neat. On some flights she heats and serves meals that have been previously cooked. Most stewardesses and stewards work for the scheduled airlines.

   Because stewardesses are in constant association with passengers, the airlines place great stress on hiring young women who are attractive, poised, tactful and resourceful. As a rule applicants must be 20 to 27 years old, 5 feet 2 inches to 5 feet 9 inches tall, with weight in proportion to height and in excellent health. They must have a pleasant speaking voice and good vision.

   Applicants for stewardess' jobs must have at least a high school education. Those with two years of college, nurses' training, or business experience in dealing with the public are preferred. Most large airlines give newly hired stewardesses about five weeks' training in their own schools. A few airlines which do not operate their own schools may employ graduates who have paid for their own training at private stewardesses' schools. Girls interested in becoming stewardesses should check with the airline of their choice before entering a private school to be sure they have the necessary qualifications for the airline and that the school's training is acceptable. They serve on probation for about six months, and an experienced stewardess usually works with them on their first flights. Stewardesses may advance to jobs as first stewardess or purser, supervising stewardess, stewardess instructor, or recruiting representative. Advancement opportunities often come quickly because stewardesses work only about two or three years on the average and then resign to get married.

   Young women will have several thousand opportunities to get jobs as stewardesses each year throughout the 1970's. Most of these openings will occur as girls marry or leave the occupations for other reasons. (About 40 percent of the employed stewardesses leave their jobs each year.) In addition total employment of stewardesses will grow very rapidly as a result of the anticipated large increase in passenger traffic. Young women interested in becoming stewardesses should realize that thousands of girls apply for this type of work each year because of the glamour attached to the occupation. Despite the large number of applicants the airlines find it difficult to obtain enough young women who can meet their high standards of attractiveness, personality, and intelligence.

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Beginning stewardesses earned approximately $413 to $475 a month for 80 hours of flying time. Since commercial airlines operate around the clock, 365 days a year, stewardesses usually work irregular hours. They may work at night, on holidays, and on weekends. The stewardess' occupation is exciting and glamorous, with opportunities to meet interesting passengers and to see new places. However, the work can be strenuous and trying. A stewardess may be on her feet during a large part of the flight. She must remain pleasant and efficient during the entire flight, regardless of how tired she may be.

5. AEROSPACE ENGINEERS -- aerospace engineers play a vital role in America's space age activities. Engineers in this branch of the profession work on all types of aircraft and spacecraft including missiles, rockets, and conventional propeller-driven and jet-powered planes. They are concerned with all phases of the development of aerospace products from the initial planning and design to the final manufacture and testing. Aerospace engineers usually specialize in a particular area of work, such as structural design, guidance and control, instrumentation, propulsion, materials, testing or production methods. They may also specialize in a particular type of aerospace product such as conventional passenger planes, jet-powered military aircraft, rockets, satellites, or manned space capsules. Engineers working in the conventional aircraft field are usually called aeronautical engineers. Those in the field of missiles, rockets, and spacecraft are often referred to as astronautical engineers.

Most are employed in the aircraft and parts industry. Some worked for federal government agencies.

Employment opportunities for aerospace engineers are expected to be favorable through the 1970's. The level of defense expenditures is an important determinant of the demand for aerospace engineers because the majority of these engineers are engaged in activities related to national defense.

Where to go for more information?

American Institute of Aeronautics and Astronautics, Inc.
1290 Avenue of the Americas
New York, N. Y. 10019

"SALES JOB CHART"

1. SHOE SALESMEN OR SALESWOMEN (Retail Sales) -- the success of any retail business depends largely on its salespeople. Courteous, efficient service from behind the counter or on the sales floor does much to satisfy customers and to build a store's good reputation. Aside from the contact with customers, which is a part of all sales jobs, there are differences in the duties, skills, and responsibilities of salespeople which are fully as great as the differences in the kinds of merchandise they sell. In selling items such as furniture, electrical appliances, or some types of wearing apparel, the salesworker's primary job is to create an interest in the merchandise the store has to offer. The salesman or saleswoman may answer questions about the construction of an article, demonstrate its use, explain how it is cared for, show various models and colors, and otherwise help the customer to make a selection. In some stores special knowledge or skills

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may be needed to sell the merchandise carried: for example, in a pet shop information about the care and feeding of animals or in a music store, the ability to play an instrument. In addition to their selling duties most retail salespeople make out sales or charge slips, receive cash payments, and give change and receipts.

Nearly 2.9 million salespersons--nearly three-fifths of them women--were employed in early 1967 in close to 100 different kinds of retail businesses. They worked in stores that range in size from the small drug or grocery stores, which employ only one part-time salesclerk, to the giant department store with hundreds of salespersons. They also worked for door to door sales companies and mail order houses. The largest employers of salespersons are department and general merchandise, food and apparel and accessories stores. Men predominate in stores selling furniture, household appliances, hardware, farm equipment, shoes, and lumber, and in automobile sales agencies. Women outnumber men in department and general merchandise, variety, apparel and accessories, and drug stores. Sales jobs are found in practically every community in all parts of the country.

Employers generally prefer to hire high school graduates for sales jobs. Subjects such as salesmanship, commercial arithmetic, and home economics help to give the student a good background for many selling positions. Some high schools have distributive education programs, which include courses in merchandising, principles of retailing and retail selling, and also provide an opportunity for students to gain practical experience under trained supervision by working part time in local stores. Young people interested in obtaining sales jobs may apply to the personnel office in larger retail establishments. Applicants are interviewed and are sometimes required to take special tests which indicate their aptitude for sales work. Among the characteristics preferred by employers are a pleasing personality, an interest in sales work, a neat appearance, and the ability to communicate clearly. Newly hired sales personnel usually receive on-the-job instruction to learn how to make sales slips and operate the cash register. Executive positions in large retail businesses are often filled by promoting college graduates originally hired as trainees and assigned to sales jobs to gain practical experience.

Among the major factors contributing to the anticipated rise in retail sales jobs are population and economics growth.

In early 1967 young people starting in routine jobs where they were required to do little more than "wait on" customers, were generally paid $1.40 an hour. In stores where salesmanship is more important starting salaries were sometimes higher than this. Salaries are usually lower in rural than in metropolitan areas. Salespersons in many retail stores are allowed to purchase merchandise at a discount, often from 10 to 25 percent below regular prices. Some fulltime salespersons work a five-day, 40-hour week, although in many stores, the standard work week is longer. Salespeople in retail trade usually work in clean, well-lighted places. Many stores are air conditioned. Some sales positions require work outside the store.

2. REAL ESTATE SALESMEN -- real estate salesmen and brokers are at the center of most property transactions. They represent property owners who want to

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sell and find potential buyers for residential and commercial properties. Salesmen and brokers may also be called real estate agents. Salesmen are employed by brokers to show and sell real estate; some handle rental properties. Brokers are independent businessmen who not only sell real estate but sometimes rent and manage properties, make appraisals, arrange for loans to finance purchases, and develop new building projects.

Most real estate salesmen work for small business establishments; a few in metropolitan centers work for firms having large sales staffs.

A license is required for work as a real estate salesman or broker in every state. All states require prospective agents to pass written examinations which generally include questions on the fundamentals of real estate transactions and on laws affecting the sale of real estate. Although a specified amount of education is seldom required, employers prefer to hire persons who have at least a high school education. A broad academic program in high school including such courses as English, mathematics, salesmanship, architectual drawing, business law, economics, and public speaking is considered helpful for those planning a career in real estate. Most real estate agents have some college training and many are college graduates. Characteristics important for success in selling real estate include a pleasing personality, neat appearance, enthusiasm for the job, maturity, integrity, and tact and patience in dealing with prospective customers.

Openings for real estate salesmen are expected to rise. Most of the full-time jobs that become available will be for men. Women will find increasing opportunities in real estate, however, because of their familiarization with home features of special interest to housewives, who share decisions on home purchases.

Commissions on sales are the usual source of earnings for most real estate salesmen and brokers. A few are paid on a straight salary basis, although this is the exception rather than the rule. Many fulltime real estate agents earn between $5,000 and $10,000 a year, according to the limited data available. Income usually increases as an agent gains experience, but earnings are also affected by individual ability, type of property sold, geographic location, economic conditions, and other factors.

3. SECURITIES SALESMEN -- almost everytime an investor buys or sells stocks, bonds, or shares in mutual funds, it is the securities salesman who puts the "market machinery" into operation. A salesman's services are usually required not only by the individual with a few hundred dollars to invest, but also by the large institution with millions. Securities salesmen are often called customers' brokers, registered representatives, or account executives. In executing a buy or sell order, a securities salesman usually relays the order through the firm's order room to the floor of a securities exchange or, if the security is traded in the over-the-counter market, he sends it to his firm's trading department. Building a clientele is very important to the securities salesman's success.

The great majority are men. Approximately three-fifths are full-time employees of securities firms, and most of these are salesmen; the rest--partners, branch office managers, security analysts, and others--spend only part of their time in sales activities. Many of these firms are very

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small. Most salesmen, however, work for a relatively small number of large firms, which, in addition to their main offices located in big cities (especially New York City), operate more than 5,000 branch offices.

Almost all states require securities salesmen to be licensed. State licensing requirements vary: personal bonds may be required, for example, or it may be necessary for applicants to pass written examinations. Because a securities salesman must be well informed about economic conditions and trends, a college education is becoming increasingly important for beginners who seek to enter this field. Many employers consider personality traits as important as academic training in specialized fields. The principal form of advancement for securities salesmen is an increase in the number and the size of the accounts they handle--and therefore their earnings.

The number of securities salesmen has more than doubled during recent years; and, although the rate of increase may be slowed somewhat in future years, employment is expected to continue to rise very rapidly.

Trainees are usually paid a salary until such time as they are able to meet licensing and registration requirements. After registration, a few firms continue to pay a salary until the new salesman's commissions increase to a minimum amount. According to the limited data available, securities salesmen working full time generally earned between $8,000 and $17,000 a year in 1967. Although securities salesmen are not usually required to observe a fixed schedule of hours of work, many work approximately the same hours as others in the business community. Some salesmen must adjust their time to accommodate those customers who can meet with them only outside business hours--for example, at lunch time, or at home in the evenings and on weekends.

4. INSURANCE AGENTS -- insurance agents and brokers sell policies or contracts which protect individuals and businesses against future losses and financial pressures. They also provide their customers with many services related to the insurance they sell. They may, for example, assist in planning the financial protection which best meets the special needs of a customer's family; advise about the types of insurance best suited for the protection of an automobile, home, business establishment, or other property; or help a policyholder in obtaining settlement of an insurance claim. The many kinds of insurance available are of two main types--life insurance and property and liability (or casualty) insurance. Agents and brokers usually specialize in selling one of these two types of insurance. Agents and brokers spend most of their time discussing different types of insurance policies with prospective customers. Some time must be spent in office work--planning insurance programs that are especially tailored to prospects' needs, preparing reports, maintaining records, and drawing up lists of prospective customers.

Nine out of every ten agents and brokers are men. Insurance agents and brokers are employed in all parts of the country, but the greatest number work in large cities.

Although employers seldom specify age limits or formal educational requirements, practically all agents hired in recent years have been at least 21 years of age and more than half of them have had some college training.

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All insurance agents and most brokers must obtain licenses in the states where they plan to sell insurance.

Before they start selling, new agents usually receive training at insurance company home offices or at the agencies and brokerage firms where they will be working. Agents and brokers have opportunities to broaden their knowledge of the insurance business by enrolling in intermediate and advanced courses available at many colleges and universities and by attending institutes, conferences, and seminars sponsored by insurance organizations.

The number of insurance agents and brokers is expected to continue to increase slowly. As population and incomes rise and life expectancy increases, more families will depend on life insurance and on policies which provide protection in the form of retirement income, medical care, and funds for a college education for their children.

Beginners in this occupation are often guaranteed moderate salaries or advances on commissions while they are learning the business and building up a clientele. Thereafter, most agents are paid on a commission basis. After a few years an agent's commissions on new policies sold and on renewals may range from $5,000 to $15,000 annually. Agents and brokers generally pay their own automobile and traveling expenses. Although insurance agents are usually free to arrange their own hours of work, they often schedule appointments during evenings and weekends for the convenience of clients.

5. ROUTEMEN -- Routemen are as much salesmen as they are drivers. In fact, they are sometimes known as driver-salesmen or route-salesmen. They must, through their selling ability, increase sales to existing customers and obtain new business by canvassing potential customers within their territories. Routemen drive panel or light trucks over an assigned route, selling and delivering goods or providing services, such as collecting and delivering laundry and dry cleaning, to retail establishments (wholesale routemen) or directly to the public (retail routemen). Wholesale routemen usually drive heavier trucks. These trucks are refrigerated when dairy products or frozen food are carried. Before starting on their daily route, the routemen load or supervise the loading of their trucks. Routemen's work varies according to the industry in which they are employed, the type of routes they have (retail or wholesale), and the company employing them. Although all routemen must be able to get along well with people, it is particularly important for the drycleaning and laundry routemen. Their reactions to complaints and requests for special services may be the difference between increasing business or losing customers. Periodically, they call at homes and business establishments along their routes which are not using their company's services to try to get their trade. The routemen prepare a list of products they plan to deliver the next day. The vending machine routemen must make certain that their machines are adequately supplied with merchandise, and that they function properly and are clean and attractive.

The greatest concentration of employment is in the large cities in dairies, bakeries, food and beverage distributors, and drycleaning plants. Many companies employ both wholesale and retail routemen.

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In addition to being good drivers, routemen must have sales ability. To induce people to buy, they must have a thorough knowledge of the product or service they are selling and a persuasive personality. They must be able to work without direct supervision, do simple arithmetic, and write legibly. Most employers require their routemen to be high school graduates, preferably 25 years of age or older. High school courses in salesmanship, public speaking, driver training, bookkeeping and business arithmetic, and wholesale merchandising are helpful to a person interested in entering this occupation. Most companies give their routemen on-the-job training which varies in length and thoroughness. Routemen may be promoted to route foreman or sales supervisor, but these jobs are relatively scarce.

The number of retail routemen declined in the decade following World War II, particularly among drivers handling milk and dairy products. However, the decline appears to have run its course, and some employment upturn is likely. The convenience of home delivery to suburban families consuming large quantities of milk and delivery products makes such service popular, despite the growth of local shopping centers. Employment of wholesale routemen probably will remain at about present levels or rise slightly.

Weekly salaries range from $101 to $150. The number of hours worked by routemen varies. Some work only about 30 hours a week; others may work as many hours as 60 or more a week, depending upon whether the individual has a well-established route or whether he is trying to build up a new one. Many companies require routemen to wear uniforms. Some employers pay for the uniforms and for keeping them clean. Most routemen receive paid vacations, generally ranking from one to four weeks, depending upon length of service. Many employers provide hospitalization and medical benefits; some have pension plans. The routeman is on his own to a great extent.

"SECRETARIAL-CLERICAL JOB CHART":

1. TYPISTS -- typists operate the one machine found in practically every business office--the typewriter. Their main job assignment is to produce typed copies of printed and handwritten materials; in this respect, their work differs from that of many other office employees, who also do some typing but whose principal job assignment is altogether different. There are many kinds of typing jobs. A beginning typist may do routine work of typing letters and envelopes, experienced typists perform work requiring a particularly high degree of accuracy or independent judgment. A few specially trained typists operate teletypewriters and other special kinds of machines. A clerk typist combines typing with filing, sorting mail, answering the phone, and other general office work.

   About 95 percent of typists happen to be women. Typists are employed in private and public enterprises of practically every kind.

   Most applicants for typing positions are required by employers to meet certain standards of typing speed and accuracy. Generally a typist must be able to type at least 40 to 50 words a minute and should have a good understanding of spelling, vocabulary, punctuation, and grammar.

   Practically all prospective typists obtain the training needed by attending day or evening classes public and private schools. High school graduates

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are generally preferred by employers. High school business training, including training in the operation of some of the simpler office machines, such as transcribing, copying, and adding machines, may be helpful to the applicant. The federal government sponsors training programs for unemployed workers for entry positions as typists under provisions of the Manpower Development and Training Act.

Important aptitudes and personality traits for this occupation include finger dexterity, accuracy, neatness, and ability to concentrate in the midst of distractions. A friendly manner and attractive personality are great assets.

The greater the responsibilities of the typist, the higher the pay.

Employment opportunities for typists are good. Turnover in this field is high because many young women work for only a few years and then leave to care for their families.

Working conditions for typists depends on the firm where they are employed.

2. SECRETARIES -- secretaries do stenographic work (taking dictation and transcribing their notes on a typewriter), relieve their employers of numerous routine duties and often handle a variety of business details on their own initiative. Duties vary, depending on the nature of the employer's business activities and also on the secretary's own experience and capabilities. Stenographers and secretaries are employed by public and private organizations of practically every size and type.

Graduation from high school is essential for practically all secretarial positions. Graduates whose high school courses have included shorthand, typing, and possibly other business subjects meet the requirements of many employers. Some public schools conduct cooperative work-study programs which enable students to acquire practical work experience under trained supervision. Also, the federal government sponsors training programs for unemployed and underemployed workers for entry positions under provisions of the Manpower Development and Training Act.

Good hearing and working knowledge of spelling, punctuation, grammar, and vocabulary are essential in stenographic and secretarial positions. Employers seek workers who are poised, alert, and have attractive personalities. Discretion, good judgment, and initiative are also important, particularly for the more responsible secretarial positions. Capable and well-trained secretaries have excellent opportunities for advancement.

Employment opportunities are good. As modern businesses continue to expand in size and complexity, more and more paperwork will lead to a moderate expansion in employment of secretaries and stenographers.

3. RECEPTIONISTS -- almost all very large offices and institutions, and many small ones as well, employ receptionists to receive and give information to the customers and other people who call. It is the receptionist's job to find out the nature of each caller's business, and then direct him to those in the office who may be able to help him. Receptionists may work

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for businesses or institutions, hospitals, beauty shops, schools, banks, etc. If she has time, she may handle other office tasks such as typing, sorting and opening mail, filing, keeping books or petty cash accounts, or operating an office telephone switchboard.

Most receptionists are women. A small number often work as receptionists in medical service and hospital jobs, in manufacturing, and in bank and credit agencies.

When hiring receptionists, employers seldom specify any formal educational requirements beyond a high school diploma. However, business training is an asset. Because the receptionist's job is to act as her employer's public representative, personal characteristics such as a pleasant manner and an even disposition are very important. An attractive personal appearance, pleasant speaking voice, good judgment, punctuality, and ability to communicate information accurately are also necessary qualities. Additional business training could lead the receptionist to a better paying position as a secretary or an administrative assistant.

The number of receptionists needed is expected to increase very rapidly through the 1970's. The receptionist's work is of a person-to-person nature; thus, it is likely to be little affected by office automation. Business firms realize the importance of the receptionist in promoting good public relations. Receptionists may work in well-furnished front offices, free from noise and overcrowding.

4. SHIPPING CLERKS -- shipping clerks and receiving clerks do the clerical work that is necessary to enable manufacturing companies, wholesalers, and other business firms to keep track of goods transferred from one place to another. The specific duties of shipping and receiving clerks depend on the size and type of establishment in which they work. Shipping clerks check to be sure a customer's order has been correctly filled. They keep records of the details associated with each shipment, and sometimes prepare and pack the items for shipment. Receiving clerks do similar work when shipments reach their destination. Receiving clerks check and maintain records of all incoming shipments and the condition in which they were received. They also work with damaged or lost shipments.

High school graduates are preferred for beginning jobs in shipping and receiving departments. Business arithmetic, typing, and other high school business subjects are helpful in preparing for the work. The ability to write legibly is important. Dependability and an interest in learning about the firm's business activities are also qualities which employers seek. New employees are usually given on-the-job training under the supervision of an experienced worker. Work as a shipping or receiving clerk provides an excellent opportunity for an ambitious young man to learn about his company's products and business connections. With additional training he may rise to high paying jobs.

Employment for shipping and receiving clerks is expected to rise annually through the 1970's. Competition for the openings that arise may be keen, however, since this kind of work requires relatively little specialized training and the number of qualified applicants seeking entry jobs is sometimes large.

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Shipping and receiving clerks earn about $2.50 per hour, varying with region and industry. Most work a 40 hour week, receiving time and a half for overtime. Nightwork and overtime, including work on Saturdays, Sundays, and holidays, may be necessary when raw materials are needed immediately on factory production lines, when shipments have been unduly delayed in arriving, or in other emergencies. Work places are often in large, unpartitioned areas which may be drafty and cold, and littered with packing materials and containers. Some work may be on an outside loading platform. Some work requires physical stamina and strength. Some may load or unload shipments or move materials about in the warehouse.

Where to go for more information?
(For all the above Secretarial-Clerical type jobs)

"Clerical Occupations for Women, Today and Tomorrow"
(Women's Bureau Bulletin 289, 1964)
Superintendent of Documents
Washington, D. C. 20402. Price: 35 cents.

Office Occupation Unit
Division of Vocational and Technical Education,
Bureau of Adult Vocational and Library Programs
U. S. Office of Education
Washington, D. C. 20202

Or:

State Supervisor of Office Occupations Education
State Department of Education
State Capital and State (where you live)

5. ELECTRONIC COMPUTER OPERATORS -- operators of several kinds of mechanical equipment may be required whenever an electronic computer is used to prepare a payroll or to "process" other data. First the computer's "input" must be prepared in a special code--the "machine language" which will enable the computer to process the data; then, the computer console must be operated while the work is being done; finally, the computer's "output" must be translated back into words and numbers which can be read. The procedures employed in accomplishing this work vary from one computer system to another.

Most computer operators are employed by government agencies and large companies.

When installing electronic computers, employers often fill as many of their new operator positions as possible by transferring employees from other types of jobs, frequently from jobs as operators of the tabulating and bookkeeping machines which may no longer be needed after the computer is installed. Many computer operators are also recruited from outside the firm. A high school graduate is required. Some additional college training may also be preferred. Most employers provide the necessary training after the worker is hired. Training may vary from a few weeks to longer.

A growing and increasingly complex economy is expected to cause the use of electronic data-processing equipment to continue to increase very rapidly

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throughout the 1970's. Computers are being put to new uses almost daily, and as the tasks they perform become even more varied, many more business firms will be utilizing them. Thousands of operators will be needed to fill new jobs. Computers are being simplified and are easier to operate now.

A computer operator may earn from $100.00 per week to $180.00 per week, depending on the complexity of the work performed, type of industry or company employed by, and the region of the country. Some may earn nearly $300.00 per week.

Computers are often operated on a two-or-three shift basis. Computer operators may need to work on a variety of shifts, rotating with other operators.

Where to go for more information?

Data Processing Management Association
524 Busse Highway
Park Ridge, Illinois 60068

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APPENDIX D

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Name of Mother_____

Name of Child_____

ASSIGNMENT

Talk to your child before coming to the next meeting and fill out these blanks and bring them back with you.

1. What job would your child like to have?

2. Why would your child like to have this job?

3. What can I do, as a mother, to help my child prepare for a job that best suits him?

4. What can a mother do to encourage her child to stay in school?

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ROADS TO OPPORTUNITY

PROGRAM PLAN FOR GROUP MEETING II

Prepared by North Carolina with the assistance and approval of other S-63 Representatives. October, 1970.

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GROUP MEETING II

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I. OVERALL PROGRAM PLAN

Roads to Opportunity
Group Meeting II

Leader Objectives	Learning Experiences	Teaching Methods and Resources	Evaluation of Learning
1. To create for the mothers an atmosphere of belonging to the group by stimulating a discussion of their child(ren).	-Receive greetings as arrive at meeting and participate in informal dialogue with leader and their mothers.	Informal dialogue	Participation in dialogue.
2. To make the transition from the discussion emphasis in the first session to that of the second by urging mothers to talk about their child(ren).	-Hear and participate in review of points from first group meeting.	Discussion participation	Participation in discussion.
3. To help the mother create an optimistic outlook or attitude that there are job opportunities for her child(ren).	-Listen to a significant person in the community tell his success story relating locality, quality of life experienced as a child, his feelings about his environment, the person who motivated him to be successful, and what he did to make sure he achieved his goal. -Listen to a second and different success story including the same points	Speaker Speaker	Attention Compare before- and after-test responses Evaluate speaker's effectiveness: content, delivery, and stimulation of discussion.
4. To discuss ways in which mothers can help their child(ren) have the kind of job opportunities to which they aspire.	-Participate in or listen to group discussion. -View visual materials chalk board/flip charts	Discussion participation--all sections. Charts/chalkboard/ pictures	Take home pamphlets and SRA materials for review. Compare before- and after-test responses.
5. To present characteristics of children valuable in the preparation and attainment of successful job opportunities.	-Participate in or listen to group discussion. Listen to case studies illustrating presence of these characteristics.	Discussion participation--Section 3	Participation. Compare before- and after-test responses.
6. To list and discuss specific things mothers can do to foster the development of the desired characteristics in their child(ren).	-Participate in or listen to group discussion	Discussion participation--all sections Charts	Participation. Compare before- and after-test responses.

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II. PREPARATION FOR SECOND MEETING -- "Roads to Opportunity"

Prior to second meeting:

1. Schedule and check facilities for second meeting place.
   (If same as first this may have been done before the first meeting.)

2. Have a chalkboard, chalk, and eraser available.
   An easel would be helpful if available.

3. Review "Group Leader's Manual"

   a. Study the purposes of the second meeting and have them clearly in mind.

   b. Be familiar with "Leader's Instructions for Program Plan II."

   c. Each section of discussion questions will appear on a separate page. Write your comments and points of emphasis in the blank areas as you study the sections in preparation for the meeting.

   d. Read the "Additional Dialogue for Leader" sections for your background information. Avoid quoting the long paragraphs or lecturing for several minutes. Only use the information to help you put the ideas "in your own words" and those the group will understand.

4. Have charts and other illustrative materials in order of presentation. Also display the job charts and job family posters from Program Plan I.

5. Prepare or secure from research staff a short introduction for the speakers.

   Call or send speakers a note to confirm date, time and place, about one week before the meeting.

6. Check name tags used at first session. (Include any not used at the first meeting because of absences.)

7. Plan refreshments, purchase the food and supplies (research staff assumes expenses), and organize the service arrangements or check with the person who is to be responsible for this.

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III. LEADER'S TIME SCHEDULE
Group Meeting II

Arrange meeting room so that group members may sit in a circular formation of chairs or around tables. If this is not a possible arrangement to accommodate the group, arrange in two or three semi-circular rows.

Greet women informally and give out name tags as they arrive.

7:00 - 7:10 Welcome back to second meeting.

Review past week's experiences relating to the first meeting.

7:10 - 7:25 Short introduction of speaker.

First Speaker (Significant person from community or former resident with a vocational or technical background.)

7:25 - 7:40 Short introduction of speaker.

Second Speaker (Another significant person - opposite sex of first with a professional background.)

7:40 - 8:00 Discussion and questions relating to first and second presentations.

8:00 - 8:15 Refreshments

8:15 - 8:55 Leader guide discussion and present illustrative materials.

8:55 - 9:00 Summarize

Announce last session and adjourn.

Take up name tags as group members leave.

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IV. LEADER'S INSTRUCTIONS -- PROGRAM PLAN II -- "ROADS TO OPPORTUNITY"

Name tags distributed as women arrive.
Leader and assistant leader introduce women to each other, review names, and give some pertinent information about each mother.
Start informal dialogue between leader and mothers suggesting that mothers continue to talk about their children's job and school preference until all group members have arrived.

7:00 - 7:10 WELCOME Call together to sit in circle around room.
Welcome women back to second meeting.

SUGGESTED DIALOGUE: (Dialogue for leader included to show what may be said. It is not to be memorized--use it as a guide.)

"Welcome to our second meeting. It's good to see each of you back tonight and we hope that you will be here next week for the last group meeting in this series. During this last session we'll talk about how your child can get the job he wants. Last week we reviewed some of the jobs that people do."

REVIEW past week's experiences by asking the following questions to start them reporting. Ask the mothers to use or remember what they wrote on the yellow assignment sheet as you discuss these review questions. (These questions appeared on the yellow assignment sheet that the women took home after Session I.) After some of the responses, write a cue word on the CHALKBOARD to denote the activities reported (i.e., conversation, visited Mr. X who teaches school).

"Did you think about jobs or talk with your child about them this week?"

"Were any of you surprised by what your child wanted to do?"
"Perhaps some of you were not surprised."

"What job would your child like to have?"
"Why would your child like to have this job?"

"What did your children do or say when they found out you were interested in something for them" Did anyone's child seem eagerly interested?"

"Who can influence how things turn out for your children?"
-mother can influence child

"What can I do, as a mother, to help my child prepare for a job that best suits him"
-help children learn about the many job possibilities and the choices available
-perhaps the most important thing is to help the 7th and 8th graders stay in school and learn about several possibilities

"As the sessions continue we will be able to add to this list."

SUGGESTED DIALOGUE:

"Now that we have reviewed some of the points talked about last week we will consider the chances our children have to get the jobs they would like. We will include opportunities and the ways we can help our children to prepare

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for the future. You will notice on this chart that there are several different kinds of jobs, and there are various ways to get these jobs.

ROADS TO OPPORTUNITY (SHOW CHART)

7:10 - 7:25 FIRST SPEAKER SIGNIFICANT PERSON FROM COMMUNITY - Technical or Vocational background

"One way we can learn about guiding our children is to consider how someone else before us has already planned a career. Two people from your community (or wherever they are from) are here to tell us about themselves and the things they did to achieve success from the time they were youngsters until now."

Have two chairs in an informal arrangement in front of the circle of women--one for the speaker and the other for yourself.

BRIEF INTRODUCTION about the first person to speak. Give name, occupation, residence, and family composition.

The speaker will have been given a copy of the program plan, the questions you will ask, and the information which follows. (During the dialogue write some notes to guide you in planning questions you may ask in the "Question and Answer Period" after the second speaker. Relate these specific cues to points of emphasis outlined in the discussion session.)

In an interview-type session (similar to a television "talk show") ask the speaker questions.

Questions and items to be included in 15 minute dialogue:

1. Where were you born and raised?
   What kind of life did you experience?
   Where did you go to school?
   What kind of school was it and what kind of student were you?

   Tell the group about growing up in the area(s) or particular community(ies) in which you lived.
   a. where you lived and went to school
   b. the times affecting the quality of life you experienced
      .economic conditions (i.e., wartime, depression)
      .living conditions
      .schooling (kind of student you were, kind of school)

2. Can you think about some things that helped you during your "growing up" years?
   What things hindered your success in some way?

   Feelings about your environment.
   . positive things about growing up that helped
   .negative things about growing up that might have helped or hindered your success in someway

3. Did a particular person help you, motivate you, and give you ideas about your future?
   Did your mother help you? What other persons helped you?

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Person(s) or situations that motivated you to seek a change in your life and begin to plan for what you are today (encouraged you, helped you, or gave you ideas about your future, i.e., parents, teachers, pastor, employers).

4. How did you become successful or get where you are now?
   Was it planning?
   How did you decide what you wanted to do?
   What kinds of job training did you have?

   Way you became successful or how you got where you are now?
   - .planning
   - .jobs
   - .training

5. When things "looked blue" and "times were hard," what did you do?

   How you handled particular hardships.

6. Once you had decided what you wanted to do, did you do it alone or who in particular helped you?

   Dependence upon yourself and others along the way.

7. What are some specific things young people of today can do to help themselves?

   Things young people in the community can do to help themselves and to achieve similar success
   - .stay in school
   - .on-the-job training
   - .technical school or community college

8. Can we as parents still work with our children or is it too late to begin when they are in junior high school?

If the speaker has children, you might wish to ask this question:

9. What did you do to encourage your children throughout their growing up years?

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7:25 - 7:40 SECOND SPEAKER SIGNIFICANT PERSON FROM COMMUNITY - Professional Background (opposite sex of first speaker)

"Since we are all different and have various interests and because there are various ways to do things, we have a second person to speak to us. She (he) will tell us about herself (himself) and the things she (he) did to become what she (he) is today."

BRIEF INTRODUCTION about the person. Give name, occupation, residence, and family composition.

The speaker will have been given a copy of the program plan and the information which follows. (During the dialogue write some notes to guide you in planning questions you may ask in the "Question and Answer Period" after the second speaker. Relate these specific cues to points of emphasis outlined in the discussion session.)

In an interview-type session (similar to a television "talk show") ask the speaker questions.

Questions and items to be included in 15 minute dialogue:

1. Where were you born and raised?
   What kind of life did you experience?
   Where did you go to school?
   What kind of school was it and what kind of student were you?

   Tell the group about growing up in the area(s) or particular community(ies) in which you lived.
   a. where you lived and went to school
   b. the times affecting the quality of life you experienced
      .economic conditions (i.e., wartime, depression)
      .living conditions
      .schooling (kind of student you were, kind of school)

2. Can you think about some things that helped you during your "growing up" years?
   What things hindered your success in some way?

   Feelings about your environment.
   .positive things about growing up that helped
   .negative things about growing up that might have helped or hindered your success in someway

3. Did a particular person help you, motivate you, and give you ideas about your future?
   Did your mother help you? What other persons helped you?

   Person(s) or situations that motivated you to seek a change in your life and begin to plan for what you are today (encouraged you, helped you, or gave you ideas about your future, i.e., parents, teachers, pastor, employers).

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4. How did you become successful or get where you are now?
   Was it planning?
   How did you decide what you wanted to do?
   What kinds of job training did you have?

   | Why you became successful or how you got where you are.
   |
   | .planning
   | .jobs
   | .training

5. When things "looked blue" and "times were hard," what did you do?

   | How you handled particular hardships.

6. Once you had decided what you wanted to do, did you do it alone or who in particular helped you?

   | Dependence upon yourself and others along the way.

7. What are some specific things young people of today can do to help themselves?

   | Things young people in the community can do to help themselves and to achieve similar success
   |
   | .stay in school
   | .on-the-job training
   | .technical school or community college

8. Can we as parents still work with your children or is it too late to begin when they are in junior high school?

If the speaker has children, you might wish to ask this question:

9. What did you do to encourage your children throughout their growing up years?

Discussion and questions follow the second speaker - - 20 minutes for the two speakers. Questions from the mothers may be answered by one or both speakers.

7:40 - 8:00 DISCUSSION AND QUESTIONS-RELATING TO BOTH PRESENTATIONS.

(Your notes and reactions to the speakers' answers to the questions you ask the speakers may be written on this page for reference during the discussion.)

"For about 20 minutes both speakers will be happy to answer any questions you may have. In addition to questions they would welcome having you discuss the things they talked about."

ASK THE MOTHERS:
"Do any of you think that your children are in situations similar to those of the speakers?"

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"Could your child do the same thing today that the speakers did?"

ASK THE SPEAKERS:
"Could a child in this county do the same thing you did?"

"Is it really possible for a young person with average ability to have almost any career or occupation he wants?"

"If you were in the 7th or 8th grade today, what would you do?" (Take the course in Introduction to Vocations as one way of finding out what jobs are available.)

"Are the opportunities for girls as good as those for boys?"

"If someone was interested in the jobs you were just talking about, where could he go for training?"

"Even if a girl is always going to be a full-time homemaker, is it important for her to prepare herself for a career in some way?"

8:00 - 8:15 REFRESHMENTS

Thank the speakers for their participation and invite them to have refreshments and chat with the women. They may leave or they may stay. Do not encourage them to stay for the discussion.

8:10 - 8:15

Begin to reassemble group. Invite them to bring their refreshments to the tables or group of chairs. (Assistant leader can take up cups, etc., if these are causing disruption in the discussion.)

8:15 - 8:20 INTRODUCTION TO DISCUSSION

"During the last hour we heard people like us tell about their jobs - how they grew up and got started on their jobs. I wonder if their experiences can help us plan our children's experiences."

(Use notes taken during the speakers' presentations. Relate specific cues to the points to be emphasized in the discussion session. Follow up the questions or comments made by the women. List their comments on a chalkboard. Use them as leads for further exploration during the discussion.)

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"What things did they say that we can use with our child(ren)? How can we help our child(ren) prepare for a job that best suits him?"

(Things mothers say might be summarized into these points which follow. During the structured discussion relate these comments to each discussion point when applicable.)

-belief that a mother can help
-belief that the child can succeed
-helping child form the attitude that he can plan his future:
"If I worked, things happened." "I had to look for myself."
-start early (may explore many things before making a definite decision)
-people are different in their skills and job preferences
"What was good for me wasn't the same for my brother."

8:20 - 8:55 DISCUSSION

Main points of emphasis or key summary words are in bold type at end of each discussion subsection. Relate mothers ideas when applicable.

"For the next few minutes we are going to continue to see how we can help our children along their 'road to opportunity.'"

Each section of discussion questions will appear on a separate page. Use the blank areas to write your comments.

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1. "WHEN DID MR. (MISS OR MRS.) (SPEAKER'S NAME) FIRST GET THE IDEA HE COULD DO SOMETHING HE WANTED TO DO?"

   If a specific time, age, or grade in school is mentioned, try to relate it to the children of these mothers.

   A. If at about the child's age now--ask what things parents can do now to help him think of the future.

   B. If at a later time--ask what things can be done now to prepare for later.

   C. If at an earlier time--can things be done now "before it's too late?" Is it ever "too late?"

"Did a specific event ('breakthrough insight' incident) give him the idea to start planning?"

A. "One day the preacher said I could amount to something."

B. "Once an uncle came to visit and I liked to listen to him."

C. "I saw how other people treated us and didn't like it."

D. "I saw how other people lived and I wanted to live that way."

E. "I talked with people who could help me."

F. "My friends encouraged me to go to school."

"The idea may have come in one or many ways; but the main thing for us to remember is to start planning early."

(SHOW CHART)

START PLANNING EARLY

ADDITIONAL DIALOGUE FOR LEADER: "Now--definite career decision is not necessary in the early grades, but some planning and exploring now will be helpful later when a decision needs to be made. One can't wait until the child graduates from high school and then ask him what he wants to do. Be aware of the possibilities and choices available. Elementary children begin to explore various work activities through the home and school. For example, they learn about the various community helpers--the postman and policemen. Further exploration of many jobs is provided during the early high school years. The child's interests and abilities become important in planning high school courses and in facing alternatives such as whether to work or attend college or to marry or enter military service."

"Parents need to remember to restrain the natural urge to make decisions for their children and try to make decisions with their children."

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8:25 - 8:30

2. "WHAT KIND OF THINGS DID MR. (MISS OR MRS.) (SPEAKER'S NAME) DO THAT HELPED HIM GET AHEAD?"

A. He studied, did homework, read, worked hard, saved money

"Somehow school seemed to make a difference."

"People told me to get a good education."

"I tried to get loans, jobs, or scholarships to help pay my way."

B. Group participation and/or hobbies

"I joined the 4-H Club and FFA (FHA) in high school."

"I played on the church ballteam."

C. Someone encouraged him when he did anything well.

"Experiences with all these things help the child decide what he wants to do. All the little things a child does need to be praised. Tell him 'that's good!' and let him experience success and feel good about the things he's doing well. Doing many things and believing that you can do them well helps one succeed later on. Give them a pat on the shoulder for the things they do all along.

(SHOW CHART)

EARLY SUCCESSES

ADDITIONAL DIALOGUE FOR LEADER: "The parents' role in helping the child experience early success is one of stimulating the child and supporting him in activities. Parents can make a special effort to create opportunities for new experiences to take place in the life of the child."

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8:30 - 8:35

3. "SHOULD ALL CHILDREN DO THE SAME THINGS TO PREPARE THEMSELVES FOR A CAREER?"

"Did both speakers do the same things to get ahead?'

A. "No, people are different in their skills and job preferences. We can't all do the same things."

B. "What was good for me wasn't the same for my brother."

C. "I liked some things which helped me."

"What does your child like to do that might help him on a job later?"

A. He likes people: "Are there jobs which he can do where he does things for people?"

B. He likes to be by himself: "Will this help him on some jobs?"

"What other characteristics does your child have that would help him?" (To the leader: Use one or two specific situation-cases if a mother will volunteer. The following points will help you ask questions.)

Characteristics:	Jobs this will help him do.
- appearance (neat, tall, etc.)	
- personality (friendly, generous, shy, lazy)	
- abilities (good at sports, musically talented)	
- interests (enjoys outdoor activities, likes to read)	
- independence	
- self concept (faith in himself and his abilities)	

(SHOW CHART)

UNIQUENESS OF EACH PERSON

ADDITIONAL DIALOGUE FOR LEADER: "It is true that all people cannot do all things equally well. We want each to be different in his own way. However, they can qualify for many jobs if they know about them. Think about your experiences at school, around home and in the community. You will find that you were good at some things and not so good at others. Perhaps you had a good reputation at selling things. Maybe your brother built a better hot rod than any of his friends. You might have been the worst ball player in the community. Or, maybe you just "couldn't get' geometry.

"All of the things that you do well are your abilities. Your children have abilities, called aptitudes, which you or they may not even know about. As the child's future is considered both aptitudes and abilities will need to be studied. See the child as an individual with his own potentials. Do you and does he know his strengths and weaknesses? No one can do everything well nor does everyone like to do everything."

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8:35 - 8:40

4. "DID THE SPEAKERS' PARENTS, FRIENDS, FOR RELATIVES TALK TO THEM OR DO ANYTHING TO HELP THEM IN PLANNING FOR THE FUTURE?"

   A. Talked about being successful

   B. Took youngster to place of work--also explored other jobs

   C. Emphasized going on to school by some means--loans, scholarships, etc.

   D. Talked about doing something he liked

   E. Looked at realistic possibilities instead of glamour jobs.

(SHOW CHART)

PARENTAL COMMUNICATION AND SUPPORT

ADDITIONAL DIALOGUE OR BACKGROUND IDEAS FOR THE LEADER: "Talking with your child and showing him you care and will help him choose a career does not mean that you will or should choose an occupation for your child. It means communicating with the children by (1) providing them with information, (2) helping them to secure and profit from varied learning experiences in cooperation with the school and other groups in the community, and (3) providing encouragement and reassurance at appropriate times. Communicating does not mean forcing a premature choice, insisting that the child pursue a parent's pet interest, or pressuring the school and the child to enroll in prestige courses or colleges without regard to the capacities and interests of the child.

"Stimulating the child to do certain things and supporting him in these activities are both roles of the parents. We can make a special effort to create opportunities for new experiences to take place in the lives of our children. We can reinforce the performance and practice of successful, work-related activities and still stand behind them even if they are not successful. We can learn about guidance services available through the school and the community and help the child use them."

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8:40 - 8:45

5. "WAS THERE SOMEONE IN MR. (MISS OR MRS.) (SPEAKERS' NAME) FAMILY THAT HELPED HIM BELIEVE HE COULD SUCCEED?"

A. "One day the preacher said I could amount to something."

B. "My mother kept telling me I could go on to school."

C. "I knew I didn't have any money and would have to work hard and not have things the other kids had, but I was determined to go to school."

D. "My friends encouraged me to try to go to school."

(SHOW CHART)

DETERMINATION

"I think I can" attitude and a belief that it can be done will help one accomplish the things one wants to do."

8:45 - 8:50

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6. CASE STUDY I:

"Mary has heard that she can work her way through a secretarial course at the Area Vocational School. She could wait tables in a restaurant at dinner time and go to school in the morning. She's afraid to go to the school and find out. She has never lived away from home and wonders if she should try it"

"What would you tell Mary?"

- get Mary to recognize how she feels--that she is afraid
- help her understand that it is all right to be afraid, but that one can still go on
- help her reduce fear by taking one step at a time: start by talking to someone at the high school first, then go to the vocational school to find out about the secretarial course.

"What would you help her do?"

"How could Mary's mother have helped her have more self-confidence?"

- encouraged her to talk with teachers and other people all through school
- given her opportunities to try new things on her own
- participate in extracurricular activities
- build up her self-image by complimenting her on a job well done.

"What could Mary have done during high school to prepare her to be better able to go on to secretarial school now?"

- parttime work if it did not interfere with school studies.

(SHOW CHART)

SELF-CONFIDENCE: Sureness of oneself and faith in one's ability to do what one needs or plans to do.

ADDITIONAL DIALOGUE FOR LEADER: "Many extra curricular activities provide opportunities for a student to obtain a better understanding of his abilities and interests and to build his self-confidence. Doing things for others that they enjoy gives a person a feeling of accomplishment. Meeting and getting to know other people helps one develop self-confidence as he develops skill in approaching people in an effective and courteous manner."

8:50 - 8:55

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7. CASE STUDY II:

"Ralph had never been away from home before, but he had looked forward to going to summer camp for two weeks. His mother had planned to visit him on the first weekend. However, because of homesickness, Ralph was brought home on Wednesday of the first week after having been at the camp only three days."

"Why do you think Ralph couldn't stay at camp?"

- had never been away from his family even for short periods of time
- had not been given responsibilities that he could accomplish independently; thereby, building confidence in himself.

"How could Ralph's mother have helped him be prepared for an experience away from home?"

- allowed him to go away for short periods of time even though she might have missed him
- given him little jobs to do alone so that he could have succeeded with something by himself.

(SHOW CHART)

INDEPENDENCE

"Letting a child be independent may be one of the hardest things a mother has to do because it's the thing that may hurt the mother most."

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8:55 - 9:00 SUMMARY AND CONCLUSIONS

Reask same question that was asked in the beginning and add to the list started at the beginning of this session.

"What can I do, as a mother, to help my child prepare for a job that best suits him?"

-learn about job possibilities and choices available
-help them stay in school.

REVIEW CHARTS as summary points are presented showing them wherever appropriate. Give a small set of charts to each mother to take home. These may be reviewed along with the larger ones for the summary.

MAIN CHART "ROADS TO OPPORTUNITY"	"There are 'roads to opportunity' for each of your children. Many job possibilities are available which will give the young person an opportunity to consider a job tailored to his own likes and dislikes, abilities and aptitudes, and educational or vocational preparation. Wouldn't you like to see your children 'start the car' and get on the road to their opportunity? You're going to help them more tomorrow because you cared enough to come to this meeting."
UNIQUENESS OF INDIVIDUAL	"Individuals vary--they are different in their skills and job preferences. Not all people can be nuclear physicists; neither can all people be doctors, nor teachers, nor construction workers. But each person can find something suited to his siutation."
PARENTAL COMMUNICATION	"Parents, you can give support by showing your children that you care. Give them guidance; help them answer their questions; find things for them to do; encourage them and give them reassurance when they tackle homework, activities, and finally job decisions."
START PLANNING EARLY	"Now is the time to begin exploring possibilities, not necessarily making a definite choice. Encourage the children to talk with people who are working about their jobs. Most importantly help them to stay in school long enough to achieve the things they want or to learn about various possibilities."
EARLY SUCCESSES AND DETERMINATION	"Beginning to have a feeling of self-confidence can come from successful experiences with such things as completing a hobby project, participating in church or youth group organizations, or making a good grade on a test. A belief that 'I think I can, I think I can--it can be done' with even small jobs, leads to a willingness 'to try' which later can help a person <u>try</u> for the jobs he wants."
SELF-CONFIDENCE AND INDEPENDENCE	"Believing that one can achieve and being willing to explore things that one finds of interest starts one on the right 'road to opportunity.' Let's give our children a good start."

Announce last session, "A Job For My Child," and tell them that next week they will be able to make a paper flower to use in their bottle.

Take up name tags as group members leave.

Adjourn meeting.

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APPENDIX A

SELECTION OF SPEAKERS

AND

GUIDELINES FOR PROGRAM PARTICIPATION

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SELECTION OF SPEAKERS

Individuals chosen to share the experiences leading to their achievement should preferably be from the local community. One person of each sex should be chosen. When making the selection, remember that:

1. The speaker should be well-known in the community, even if he resides outside the local area.

2. The speaker should be able to identify himself with the group. He should have a background similar to that of other participants.

3. The speaker should be respected in the community. Some people alienate others either in achieving success or in exhibiting it.

4. The speaker should be willing to contribute his time unless you have no provisions for compensating the participants.

5. One speaker should be a professional person; the other should have succeeded at the technical-vocational level. After the speakers have volunteered their services, you should carefully discuss the program format with them.

A list of topics to be discussed should be given to each speaker as a guide for their thought preparation. A copy of the guidelines on the next page in this appendix would be adequate.

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GUIDELINES FOR SPEAKERS PARTICIPATING IN GROUP MEETING II

SIGNIFICANT PERSON IN COMMUNITY (Male and female)

Questions and items to be included in 15-minute dialogue or interview-type session (similar to a television "talk show"):

1. Where were you born and raised?
   What kind of life did you experience?
   Where did you go to school?
   What kind of school was it and what kind of student were you?

   Tell the group about growing up in the area(s) or particular community(ies) in which you lived.
   a. where you lived and went to school
   b. the times affecting the quality of life you experienced
      . economic conditions (wartime, depression)
      . living conditions
      . schooling (kind of student you were, kind of school)

2. Can you think about some things that helped you during your "growing up" years?
   What things hindered your success in some way?

   Feelings about your environment.
   . positive things about growing up that helped
   . negative things about growing up that might have helped or hindered your success in someway

3. Did a particular person help you, motivate you, and give you ideas about your future?
   Did your mother help you?
   What other persons helped you?

   Person(s) or situations that motivated you to seek a change in your life and begin to plan for what you are today (encouraged you, helped you, or gave you ideas about your future; i.e., parents, teachers, pastor, employers).

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4. How did you become successful or get where you are now?
   Was it planning?
   How did you decide what you wanted to do?
   What kinds of job training did you have?

   | Way you became successful or how you got where you are.
   | . planning
   | . jobs
   | . training

5. When things "looked blue" and "times were hard", what did you do?

   | How you handled particular hardships.

6. Once you had decided what you wanted to do, did you do it alone or who in particular helped you?

   | Dependence upon yourself and others along the way

7. What are some specific things young people of today can do to help themselves?

   | Things young people in the community can do to help themselves and to achieve similar success
   | . stay in school
   | . on-the-job training
   | . technical school or community college

8. Can we as parents still work with our children or is it too late to begin when they are in junior high school?

If the speaker has children, the leader might wish to ask this question:

9. What did you do to encourage your children throughout their growing up years?

Discussion and questions follow the second speaker--20 minutes for the two speakers. Questions from the mothers may be answered by one or both speakers.

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APPENDIX B

ILLUSTRATIONS

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APPENDIX B

INSTRUCTIONS FOR PRESENTING PICTURES ILLUSTRATING POINTS OF EMPHASIS

GROUP MEETING II
"ROADS TO OPPORTUNITY"

Materials:

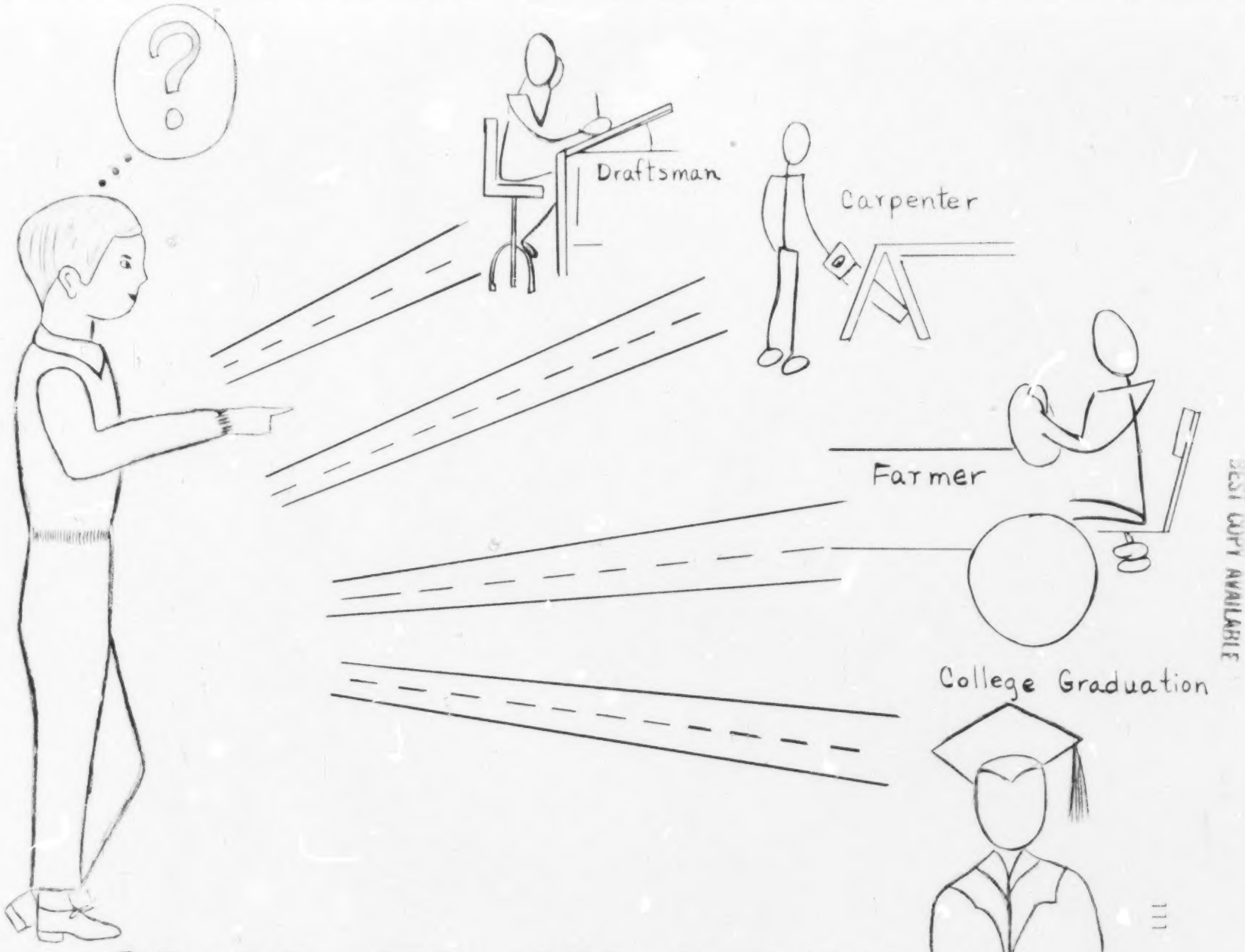
Drawings illustrating each of the following areas are included in this appendix. For group presentation these should be enlarged and mounted on illustration board approximately 22" x 26". Small-scaled copies (reproductions of the illustrations in this appendix) may be prepared for each group participant.

1. Roads to Opportunity - general
2. Start Planning Early
3. Early Success
4. Uniqueness of Each Person
5. Parental Communication and Support
6. Determination
7. Self-confidence
8. Independence

Presentation:

The charts may be placed on an easel or chalkboard tray in the order in which they are to be presented. This order follows the numbers (1-8) listed above. As the discussion points are summarized near the close of the meeting, the charts should again be presented in the order in which the summary statements are mentioned. The leader may use these in a different order if appropriate to an on-going discussion.

Give each mother a set of the drawings to look at during the summary and to take home.



ROADS TO OPPORTUNITY

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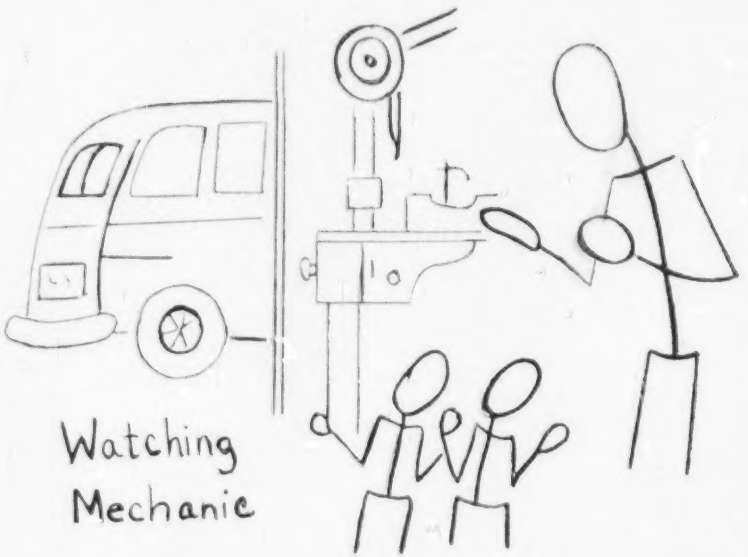
PLAN EARLY



Watching Mechanic

Young Boy Watching Draftsman At Work

Girl Visiting Nurse

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EARLY SUCCESS

Sports Activities

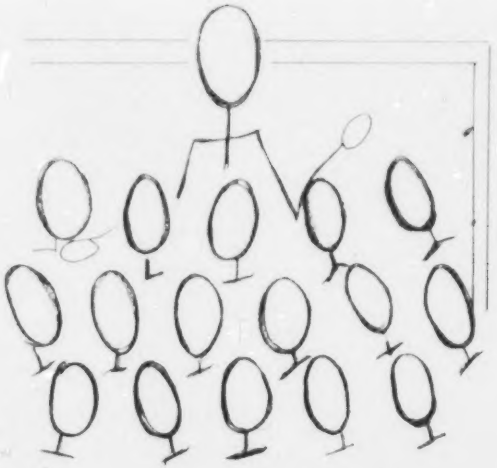
Mother and Child Looking at Report Card

Building Activities

Building a Model

Club Activities

Working Alone in Chemical Lab



Teacher and Students

Men Working on Road Construction

Playing Basketball

Salesman Making a Visit

UNIQUENESS OF EACH PERSON

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COMMUNICATION
AND
SUPPORT

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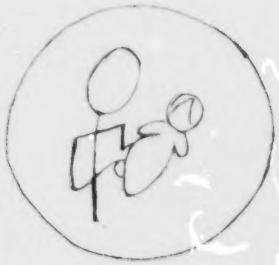
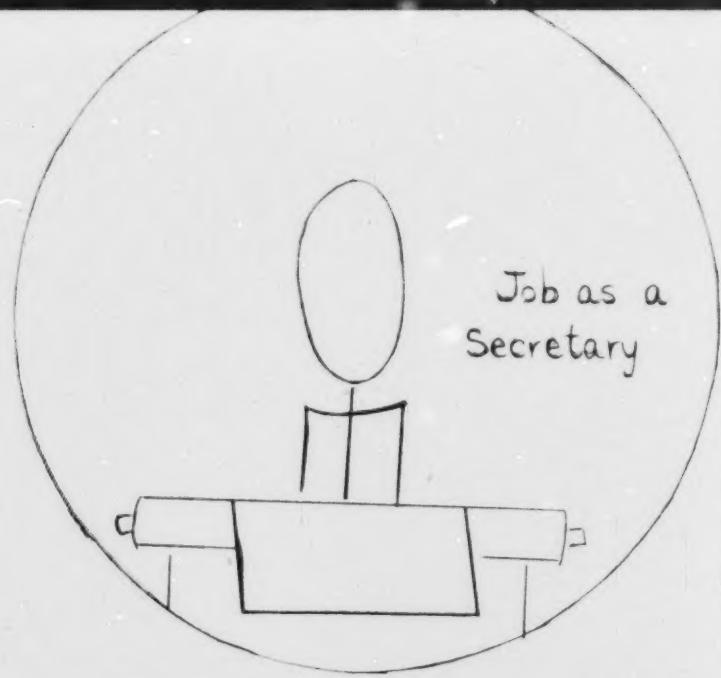
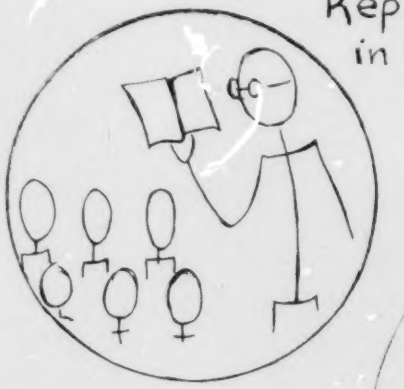
SELF CONFIDENCE



Small Child Helps at Home

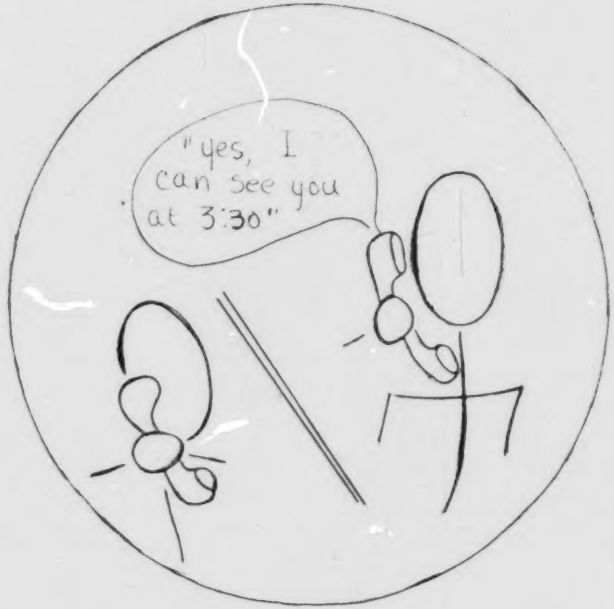


Job as a Secretary



Reporting in Class

Helping a Friend



Calling Counselor for Appointment

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INDEPENDENCE

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A JOB FOR MY CHILD

PROGRAM PLAN FOR GROUP MEETING III

Prepared by Tennessee with the assistance and approval of other S-63 Representatives. October, 1970.

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GROUP MEETING III

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I. OVERALL PROGRAM PLAN

The World of Work
Group Meeting I.

Objectives	Learning Experiences	Teaching Methods and Resources	Evaluation of Learning (after test for all)
1. To identify the unique characteristics of her junior high child's interests and abilities	Before test question IX include discussion of which characteristics of my child should I accept as they are--which ones can be changed	Interview question sheet IX with characteristics added ones to be changed and how	Evaluation of after-test, Question IX
2. To build an understanding that changes in the child's interests and goals are to be expected and are a natural part of the development process	Making stained glass bottles	Activity--discussion Key questions and statements	Participation Question VIII
3. To enlarge the mother's understanding and awareness of the world of work, job families, and job opportunities	Career Ladder	Posters, SRA leaflets	Attention and interest taking home leaflets Question I, II, III, IV, V, VI
4. To develop her awareness of the relation between school work and the world of work	Career Ladder and Job Chart	Discussion and participation	Questions II, IV, V, and VIII
5. To explore possible relationships between the child's dominant interests and abilities and types of possible jobs	Case studies and summary discussion about her child	Discussion and participation	Discussion of question sheet

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II. PREPARATION FOR THIRD MEETING -- "A Job for My Child"

1. Schedule and check meeting place and equipment. (If same as the first two this may not be necessary.)

   a. Flower making material (directions, Appendix A)

   b. Arrange room to make it easy to make the flowers and to clean up afterwards.

2. Have a chalkboard (with chalk and eraser) or flip chart (with felt pen) available.

3. Review Program Plan for Group Meeting III and Group Leader's Manual.

   a. Study the purposes of the third meeting and have them clearly in mind.

   b. Be familiar with the leader's instructions.

   c. Anticipate questions that might be asked relative to your particular community and include some questions for the appropriate participant in various places in the program plan.

4. Have materials to be written on chalkboard or presented on charts readily available and arranged in order of use:

   a. Questions relevant to job problems in your county (see p. 117).

   b. Questions relevant to educational situation in your county (see p. 118).

   c. Sketches for Summary (see pgs. 121, 122, 123).

5. Display charts and posters from Programs I and II.

6. Plan a short simple welcome to the third session. Prepare or secure from research staff a short introduction for the speakers.

7. Remind speakers and panel members of the meeting. Check time, place, and transportation to and from the meeting.

8. Check name tags used at the first two sessions. Have a name tag available for each of the guest speakers.

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III. LEADER'S TIME SCHEDULE
Group Meeting III

7:00 - 7:15 Welcome

Warm-up session: make flowers, set "climate" for evening's program.

7:15 - 7:30 First Speaker

7:30 - 7:35 Discussion and Questions

7:35 - 7:50 Second Speaker

7:50 - 7:55 Discussion and Questions

7:55 - 8:10 Refreshments

8:10 - 8:40 Panel

8:40 - 9:00 Summary of all three sessions

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IV. LEADER'S INSTRUCTIONS --PROGRAM PLAN III--"A JOB FOR MY CHILD"

Have meeting room arranged with tables (if available) in a square.
Have materials for making flowers arranged at each woman's place.
Name tag distributed to each woman as she arrives.
Leader and assistant leader greet women in a informal and friendly manner.
Try to create a relaxed atmosphere.

7:00 - 7:15 WELCOMING REMARKS Call group together.
Welcome women back to third meeting.

Leader:

"Tonight we'll do four things. First, we'll make something to take home. Second, we'll hear a man (woman) tell us about jobs available in our area. Third, we'll hear about schooling to help our children get better jobs. Finally, we'll talk with several persons asking them questions about how we can help our children get job training and get better jobs."

Look at the materials in front of you.
(Demonstrate the procedure for making flowers.)

While women are making the flowers, suggest that flowers represent the "blossoming" of children, the "coming of age," the attainment of maturity--the growth of their children toward an occupational goal. It represents the individuality of each child. Pulling apart the layers represents the world of work "opening up" to their children.

The purpose of the three meetings has been to stress growth and development from childhood to the adult world of work.

"Now, let's put the flowers away until time to go home, and consider the local job market."

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7:15 - 7:30 FIRST SPEAKER INDUSTRIAL REPRESENTATIVE (Appendix B--suggested outline)

"Our first guest is Mr. _____ of _____. He is here to help us understand the local job market. He will tell us what jobs are available, how to get a job, and the kinds of pay you can expect for different jobs. He will also answer questions for us."

1. Description of jobs with emphasis on education or training expected
   - High school or less
   - High school plus special training, possibly on-the-job
   - College or graduate (less emphasis)

2. Personal qualifications:
   Getting along with others, following instructions, taking responsibility, etc. Examples of how these qualities have helped some persons make good progress despite lack of "formal" schooling or special training.

Characteristics	How these qualities help some people make progress
.getting along with others	_____
.following instructions	_____
.taking responsibility	_____
list others, etc., etc.	
_____	_____

3. Expected availability of jobs several years from now.

4. Examples of what persons from _____ County are now doing in industrial jobs. How did they manage special problems (of transportation, for example).

5. What planning can mothers and children now be doing?

7:30 - 7:35 DISCUSSION AND QUESTIONS RELATING TO THE FRIST SPEAKER

Prepare ahead of time questions which have direct relevance to the job problems encountered by people in your county. For example: "How would a black high school graduate get a job with (in your county) Company?" or "How would a mountain child get into a school of nursing?"

Leader:
"Thank you, Mr. _____. There is time for one or two questions now. He'll also help us again after our break."

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7:35 - 7:50 SECOND SPEAKER - EDUCATIONAL REPRESENTATIVE (Appendix B--suggested outline)

"Our next guest is Mr. (Mrs.)_____ of _____. He's here to tell us about opportunities for schooling in this area, what kinds of training there are, how much they cost, how long they take, and how we can take advantage of them. Mr._____." (See Appendix C for suggestions for selecting a speaker and the guide for his talk.)

1. Training or educational opportunities offered
2. Qualifications for admittance to the program (how students can plan now to meet these qualifications)
3. Availability of jobs now, but particularly of jobs in the future, after the education or training is completed
4. Expectations of newer programs that will be offered by the time seventh and eighth graders can take advantage of them
5. Examples of how students have managed problems such as cost
6. Examples of what some young persons from similar backgrounds are now doing after having attended the institution

7:50 - 7:55 DISCUSSION AND QUESTIONS RELATING TO THE SECOND SPEAKER

Prepare ahead of time questions which have direct relevance to the educational situation for young people in your community.

Leader:
"Thank you, Mr._____. (To group) Do you have any questions to ask right now before we take a (coffee) break?"

7:55 - 8:10 REFRESHMENTS

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8:10 - 8:40 PANEL DISCUSSION
LEADER WILL BE THE MODERATOR (Appendix C--suggested outline)

"We've heard two speakers -- one from (industry) and the other from (a vocational school). We now want to find out more exactly what people in _____(local area) can do to help their children get better job training and better jobs. To help them answer our questions is _____who graduated from _____ High School last year and is now a student (or is now working) at _____.

Let's begin by asking _____(the student) to tell us something about himself and what he's doing. The other panel members can enrich his answers by volunteering additional sources of help, training and job opportunities."

Use the following questions in an interview-type situation to get the student to talking about his situation. The possible answers are included for your guidance in asking the student questions whenever necessary. Guide the discussion and questioning to bring out these points.

I. FOCUS ON YOUNG PERSON

A. How did you hear about your (school, job, etc.)?

Possible answers:
1. Someone told me -- teacher, friend, neighbor, 4-H agent, assistant county agent.
2. Read about it -- newspaper, magazine
3. Heard about it on radio or T. V.
4. Went to _____(employment office, rehabilitation counselor, etc.)

B. What did you do next?

Possible answers:
1. Got more information -- telephoned someone, wrote a letter, went to see someone, went to the library.
2. Told my folks about it.
   What did they say?
   How did they help you?

C. What does it cost? How'd you get the money to go?

a. If schooling
1. Is there tuition? Books, fee?
   Do you ever share books?

2. Sources of money
   (a) Scholarships, grants
   (b) Own funds--savings, summer work
   (c) Loans--school, family, other

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3. Other problems dealt with
transportation, housing, special clothing, tools, equipment?

4. Time perspective
(a) Length of training
(b) Jobs when you get out, etc.

b. If work
1. Any special costs?
(tools, clothes, equipment, union dues, initiation fees, dues?)

2. Transportation?
Did you have to buy a car? Use car pool? How do you pay for transportation?

3. Housing?
Do you live at home? If you moved, how did you find a place? When did you move? Cost?

4. Time perspective
Do you see this job as temporary? A stepping stone to another job? Do you get any job training?

II. Focus on socio-emotional issue related to success. (Looking for a job, schooling, etc.; staying in school; on-the-job training; being realistic about the present and the future.) Urge all panel members to contribute.

A. It takes courage to reach out. How can we help people try?

B. Sometimes the going is rough. What are some of the rough spots?
1. Not enough money
2. Loneliness--miss family and friends
3. Fear of failing
4. Doing without--waiting

C. What kinds of things keep one going:
1. Knowing my folks care
2. Family working together
3. It's worth it. When you finish, you get a good job

D. How do others in your situation make it?

Do students share skills or help with school work or problems on the job?

Do young people help each other find jobs?

Do students ever share feelings and talk over problems with friends, family, or teachers?

Do students ever share successes with these people?

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8:40 - 9:00 SUMMARY

Tonight has been the third meeting we've had together. In our first meeting we talked about:

the world of work and how it relates to a person's interests and abilities.

Leader: Outline what you've talked about by sketching a rough diagram with a felt pen on paper or on chalkboard (see example)

Summary Points -- Lesson I (Leader may add others that are appropriate)

- The world of work and how it relates to a person's interests, abilities, and skills
- Each child is unique -- different -- has his own interests and is able to do some things better than others
- As child grows parents can expect changes in what the child likes
- There are many job families and several different jobs within these larger groups
- Many job opportunities are available within the job families so that a person can find a job suitable to his interests and his abilities

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.Jobs earn different amounts of money:

More money	Less money
mechanic	pulp wood driver
nurse	waitress
carpenter	laborer
teacher	secretary
telephone operator	maid
dentist	nurse's aide
veterinarian	sales clerk
coach	

.Jobs require different amounts of education:

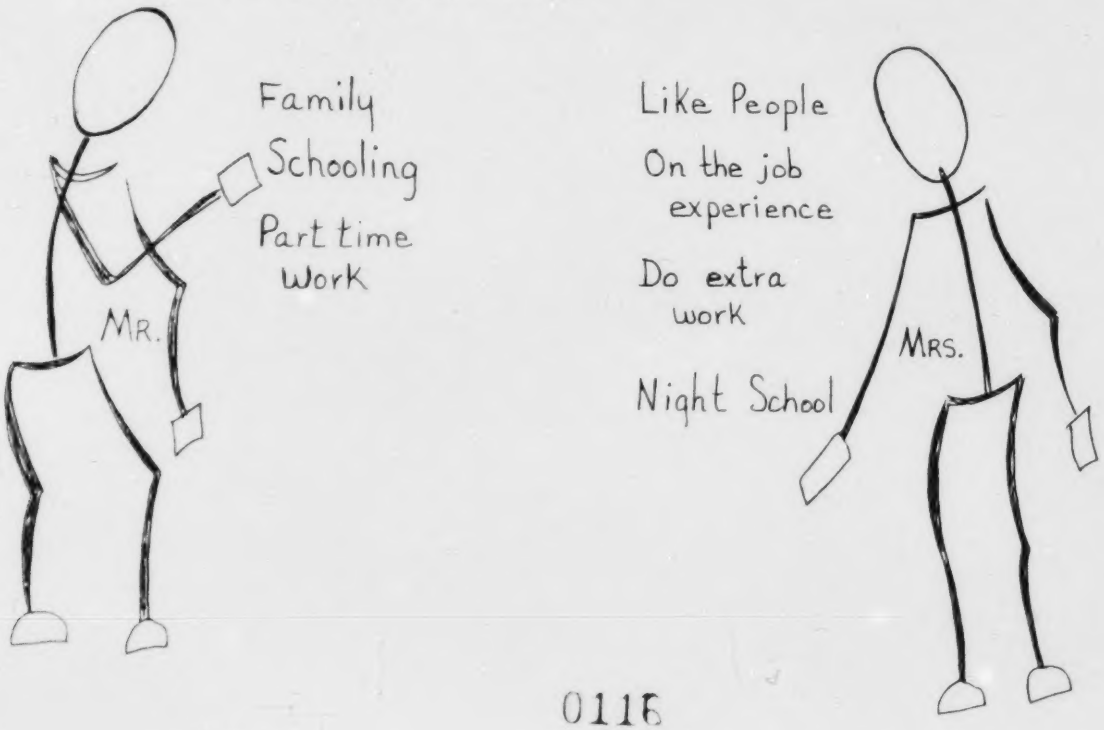
More education	Less education
doctor	maid
teacher	plumber
nurse	carpenter
pilot	laborer
insurance agent	grocery
	busy truck driver

.Review overall attention to the job charts

In our second session we talked with two people from here who told us how they got their start and what they've done since then.

List experiences which helped.

Leader: Examples are shown here. You will need to add some from the discussion at the second meeting.



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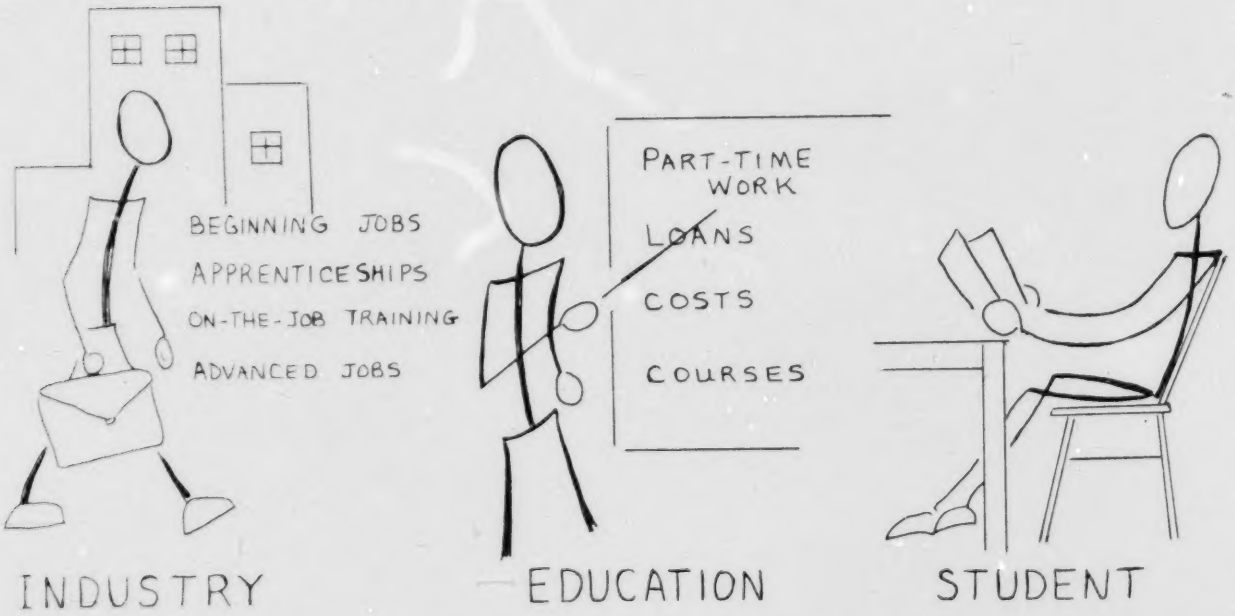
.Help child plan for future jobs by
- -seeing people work in different jobs
- -letting him learn all he can about jobs but leave him free to make his own decision (independence)
- -encouraging him to start early to think about jobs or have part-time jobs
- -considering the satisfaction a job offers
- -finding out how much schooling it takes to get the kind of job the child wants
- -allowing him to develop self-confidence or a belief that he can do what he plans
- -showing him you have an interest in him and having confidence in him by expecting him to do his best and make his own decisions

.Job opportunities vary from place to place so that one may need to move for the best chances

.Both family and school help the young person get ready for later life

"Tonight we've heard from two people who've told us about help we can get from industry, schools, and colleges. A third person, _____, told us how he got started after he graduated _____ (one, two) year(s) ago."



Leader: List summary points from Lesson III presentations.

9:00 FINAL STATEMENT AND ADJOURNMENT

Thank the women for their participation in the three meetings.

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APPENDIX A

GROUP ACTIVITY

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APPENDIX A

INSTRUCTIONS FOR GROUP ACTIVITY
"FLOWER MAKING"

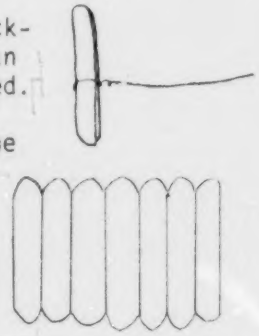
Materials Leader Is to Provide:*

- -Two or three flowers already made up for demonstration use.
- -Thirty sets of materials, each set containing supplies for five to six flowers. (See instructions for preparing the sets of supplies.)
- -Several sharp scissors
- -Thirty paper bags (or something appropriate) for the women to use to take home their flowers or materials

Preparing Sets of Supplies:

Purchase varigated tissue paper in several colors and wire (plastic, color-coated in a variety of colors if available).
Make a set for each participant, including the following prepared materials:

-Tissue paper for one flower folded and wire-tied. Paper for one flower is prepared from four layers cut in a rectangular shape about 6 x 8 inches. With all four thicknesses together, start at the short end and fold accordian fashion at 3/4" intervals until the entire piece is folded. Wrap a wire around the center. Trim each end in points (or rounded for a scalloped effect). Tie the folds in the center as shown in the illustration.



-Tissue paper for one flower, prefolded and flattened so that participants may see how it was prepared.

-4 flat sheets of tissue paper already cut (6 x 8") for one flower.

-1 large sheet of tissue for three to four additional flowers.

-5 to 6 wires, 12-18" long

Instructions for Demonstration:

1. Keep several flowers on the table in front of your work area. You will have made these in practicing for the demonstration.

2. Quickly distribute a set of materials to the women (and to guests and others present) or have them at the various places when they arrive.

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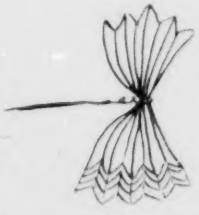
3. Demonstrate the process in the order listed as the women follow suit:

   a. Folded and wire-tied paper
      Fan the accordion folds as shown. Start opening the flower by separating the top layer and pulling it up as far as possible. Continue around the flower until all the top layer has been pulled. The second layer is pulled up, then the third, etc., until all four layers are separated (no glue or stapling is required). Then the flower will be full and ball-like.



   b. Prefolded and flattened sheets
      Refold this sheet, tie with wire, and proceed to make flower as above.

   c. Flat sheets
      Fold the four flat sheets in accordion pleats, cut the ends in points or make them rounded (for scalloped effect), tie with wire, and complete the flower.

(Since it is not expected that the women will progress at the same rate, hopefully they will not all need scissors to cut the ends at the same time. As you demonstrate the flower-making process, you may wish to comment that the ends could be rounded instead of cut sharply; six sheets could be used instead of four; the petals could be curled under with a pencil; and that larger sized sheets of paper might be used. However, do not spend too much time discussing or demonstrating the various possibilities because of the program time limitation.)

   d. Several sets of flowers from large sheets of paper
      Fold the large sheet over twice, then crosswise, as already done, to show how three sets of paper for three more flowers can be made from one large sheet. Suggest that the women may take these pages home to show someone else how to make the flowers.

4. Distribute bags in which the flowers may be stored. The women may wish to leave the flowers in front of them during the remainder of the session (might help promote a casual rather than a classroom atmosphere).

The assistant leader can distribute bags, help the women with questions, and prompt the leader about the time limit.

*These directions have been altered slightly. The original directions guided the leader to use the pre-prepared materials supplied by the project staff. These changes were made in the event someone used the program plans in this bulletin while conducting group meetings.

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APPENDIX B

PARTICIPATING SPEAKERS

SELECTION OF INDUSTRIAL AND EDUCATIONAL REPRESENTATIVES

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SPEAKERS FOR GROUP MEETING III

Secure two speakers for the third meeting, including an industrial representative and an educational representative. These speakers will also participate in the panel discussion with the student. Ahead of time give each speaker a copy of the page of guidelines appropriate to this area. These guidelines appear in this appendix.

1. The industrial representative should have adequate knowledge of the local and regional job market. A person having information about a variety of job types is preferable to someone representing a single industry. Try to select someone who has had previous contact with a population on the same socioeconomic level as the subjects.

   Give the speaker a copy of the appropriate guidelines and prepare an outline with suggested topics to be covered. The following are some topics to be included:

   a. An enumeration of available jobs

   b. Descriptions of job activities

   c. Educational requirements of jobs

   d. Desirable personality characteristics for jobs

   e. Forecast of labor demands in five to ten years

   f. Case histories of job successes

   g. Suggestions for making and implementing job plans

2. The educational representative should have a comprehensive knowledge of local opportunities for education or job training. He should be acquainted with vocational-technical schools, community colleges, business schools, and on-the-job training offered by business and industry.

   Give the speaker a copy of the appropriate guidelines and prepare a suggested outline, including the following major subjects to be discussed:

   a. Type and location of training opportunities

   b. Cost of receiving training

   c. Qualifications for admission to training programs

   d. Probable job demands in given work categories

   e. Case histories or local people who have advanced through training.

   f. Ways of receiving assistance with educational costs

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APPENDIX B

GUIDELINE FOR SELECTION OF FIRST SPEAKER
AND GUIDE FOR HIS PARTICIPATION*

INDUSTRIAL REPRESENTATIVE

Choose someone who knows the local or regional job market well. This may be a person suggested by the chamber of commerce or sponsors of an industrial park rather than necessarily a person representing a specific large industry.

Be sure the speaker knows the general educational and economic level of the mothers and knows that they are mothers of seventh and eighth graders. A "canned" talk with slides may not be appropriate unless he has also thought about the problems the mothers and children face and how he can give them personalized advice. He should think ahead of time about histories of those who have managed problems similar to the ones these mothers and children face. He should know this is the last of the meetings and that it should be "problem" oriented.

Items to be covered will be the usual ones of:

1. Description of jobs with emphasis on education or training expected
   High school or less
   High school plus special training, possibly on-the-job
   College or graduate (less emphasis)

2. Personal qualifications
   Getting along with others, following instructions, taking responsibility, etc. Examples of how these qualities have helped some persons make good progress despite lack of "formal" schooling or special training.

3. Expected availability of jobs several years from now.

4. Examples of what persons from _____ County are now doing in industrial jobs. How did they manage special problems (of transportation, for example).

5. What planning can mothers and children now be doing?

Be prepared to add comments when the student answers questions--such as additional sources of help, alternative training, or job opportunities.

*A copy of this page should be given to the participating speaker along with a copy of the outline for the panel discussion in Appendix D of this program plan.

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APPENDIX B

GUIDELINE FOR SELECTION OF SECOND SPEAKER
AND GUIDE FOR HIS PARTICIPATION*

EDUCATIONAL REPRESENTATIVE A representative of an area vocational school, community college, or technical school

He should be familiar with educational and training possibilities in the region other than those offered by his institution; that is, he should not be too new in his job or in the region.

The group leader should be sure he is fully informed about the educational and economic level of the mothers and that their children are now in the seventh and eighth grades. He should prepare for his talk by thinking about how he can help them solve the problems they face and by thinking of histories he can give of students who have been able to solve similar problems.

Items to be covered:

Training or educational opportunities offered

Qualifications for admittance to the program (how students can plan now to meet these qualifications)

Availability of jobs now, but particularly of jobs in the future, after the education or training is completed

Expectations of newer programs that will be offered by the time seventh and eighth graders can take advantage of them

Examples of how students have managed problems such as cost

Examples of what some young persons from similar backgrounds are now doing after having attended the institution

Be prepared to add comments when the student answers questions--such as additional sources of help, alternative training, or job opportunities.

*A copy of this page should be given to the participating speaker along with a copy of the outline for the panel discussion in Appendix D of this program plan.

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APPENDIX C

SELECTION OF STUDENT REPRESENTATIVE

OUTLINE FOR PANEL DISCUSSION

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SELECTION OF THE STUDENT REPRESENTATIVE

The student representative should be a recent high school graduate. Select either a male or female who graduated from high school in the year or two preceding the time of the group meetings, who is a local resident, and who is currently employed or acquiring additional training in pursuit of an identifiable career. Select one whose primary interest is self-improvement, not social betterment of the community. Seek a person who is decidedly dissatisfied with his present station in life, but who will not be condescending toward those in the group.

Prepare an outline of subjects to be discussed in the meeting and give it to the youth as a basis for preparation along with the "Guide for Panel Discussion" found in this appendix. Include such questions as the following:

a. Why did you want to do what you are doing now

b. How did you learn about the opportunity

c. When did you make the decision to try this venture

d. How did you go about getting into this position

e. How do you pay for your training

f. How have you handled the problems of housing, transportation, clothing

g. What are your plans for the future

h. What is really behind your success

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APPENDIX C

GUIDE FOR PANEL DISCUSSION

I. Objective:

To bring the ideas and suggestions from industry and education to a practical application by a young person just starting out.

II. Selection of Panel

Moderator (Group Leader)

1. Representative from industry: use previous speaker
2. Representative from education: use previous speaker
3. Young person who has following characteristics:*

   a. Started on schooling or a job which points toward a life long occupational pattern (e.g., clerk in bank, machinist's helper, carpenter, secretary, telephone lineman)
   b. Able to speak to a group with poise and confidence
   c. A potential "role model" for the mothers' children

III. Guiding Discussion

The best preparation is for the moderator to listen to each other's questions and answers. Use a conversational "talk show" method (Mike Douglas, Johnny Carson, Dick Cavett) rather than a "Meet the Press" cross-examination approach.

The moderator can guide discussion by gently interrupting the "long-winded" answer, raising a "I wonder if" question, or using a "Say that again so we get it straight" comment for clarification.

IV. Content of Discussion

1. Main emphasis should be the use of resources available to encourage mothers to believe that their children can also finish school, get jobs, and enjoy the process.
2. Use the concrete, practical approach as much as possible.
3. Discussion questions in program plan II, pages are important in this session, too.

   Is it too late to plan?
   If you had it to do over, what would you do?
   Who helped you the most?
   When did you settle on this job (course of study, etc)?

4. Stress that there are opportunities for people of all levels of ability.

*A copy of this page should be given to the person who participates in this role.

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Clerical and related occupations
Foreign languages and your career
Health service occupations
Managerial occupations
Professional and related occupations
Sales occupations
Service occupations
Skilled and other manual occupations
Social science and your career
Your job as a repairman or mechanic

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APPENDIX 1

PUBLICITY AND RECRUITMENT

Publicity may be used repeatedly as an inducement for creating interest in group session participation. The printed flyers in this Appendix were worded so that they attract attention of the potential group participants and provide information about the educational and informal aspects of the programs. Also, pre-addressed postal "return-cards" may accompany the announcements and letters to potential participants. Making a commitment by return mail is sometimes an added incentive. In addition to the printed announcements, personal invitations may be issued by the group leader through letters, visits or telephone calls.

LETTERS AND FLYERS

Letters sent to the program participants by the research personnel or group leaders were printed on various types of letterhead according to the type of letter and the group leader's position. The letters included here are abbreviated and were intended to serve as samples.

Dear _____,

When your child, _____, was in the th grade Mrs. Jeanette Davis visited you and asked some questions about your child's future. We were very pleased that you helped us with our project. Thank you so much.

Now we are planning some programs especially for mothers of young people in school. We would like very much for you to be our guest and come to three group meetings at the Lansing School Lunch Room. The first one is Monday, March 22, 1971, from 7:00 to 9:00 in the evening. The next two will be March 29 and April 5.

About 25 mothers of 7th and 8th graders will be attending. We hope you will join the others for fun, refreshments, and some information about opportunities for young people. The group leader will be one of the Ashe County home economics teachers.

So that we will be able to plan for you, would you please sign the card that you received with this letter and put it in the mail tomorrow. It is already addressed and stamped.

We look forward to seeing you on Monday, March 22, and the next two Monday evenings.

Sincerely,

(Mrs.) Sarah M. Shoffner

SMS/as

Enclosure

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GROUP MEETING I

FOR

MOTHERS OF 7TH AND 8TH GRADERS

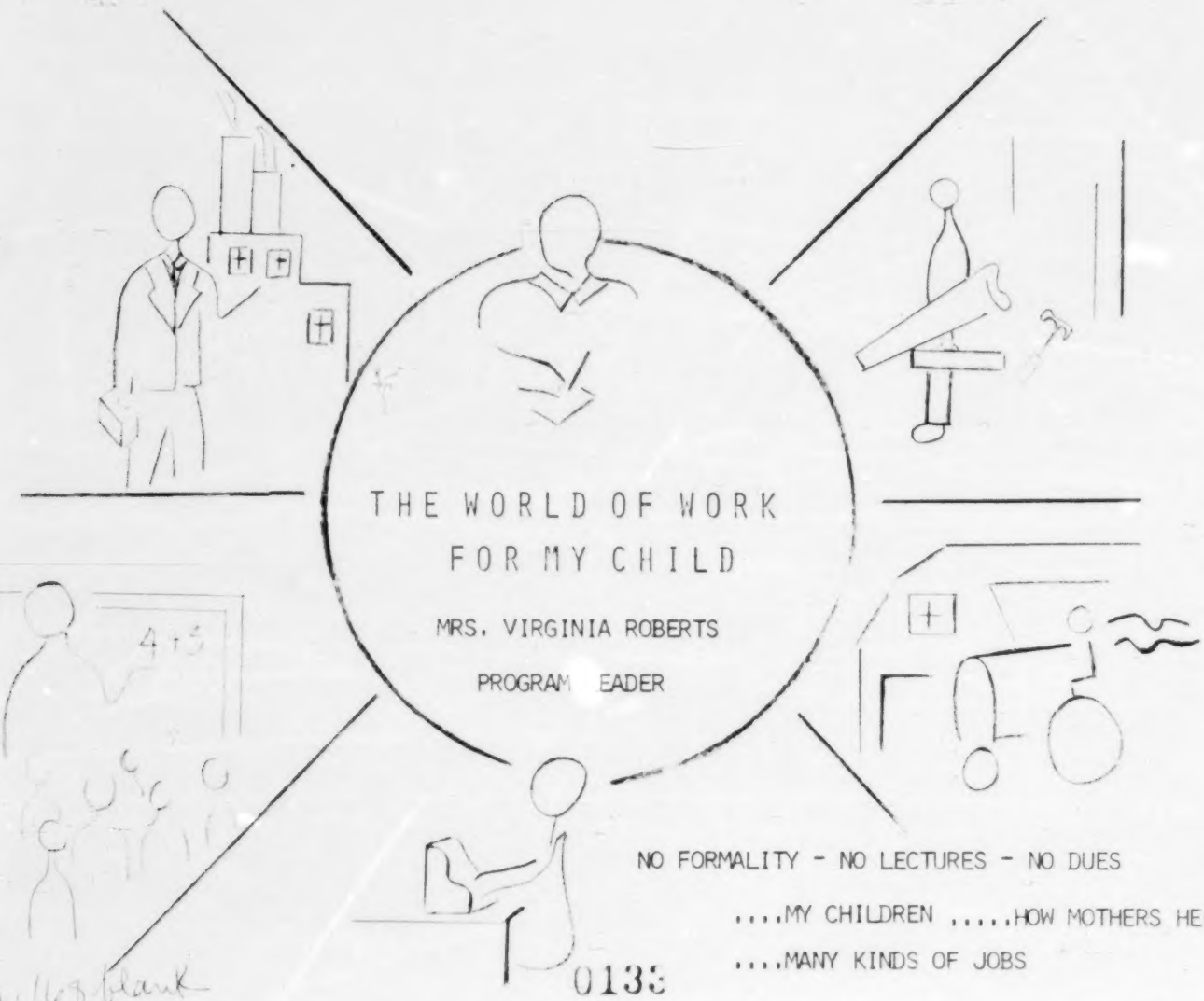
INFORMATION--FUN--FRIENDS--REFRESHMENTS

YOU ARE INVITED TO ATTEND A GROUP MEETING

Lansing School Lunch Room

Monday, March 22, 1971

7:00 - 9:00 p.m.



NO FORMALITY - NO LECTURES - NO DUES

....MY CHILDREN .....HOW MOTHERS HELP

....MANY KINDS OF JOBS

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GROUP MEETING II

FOR

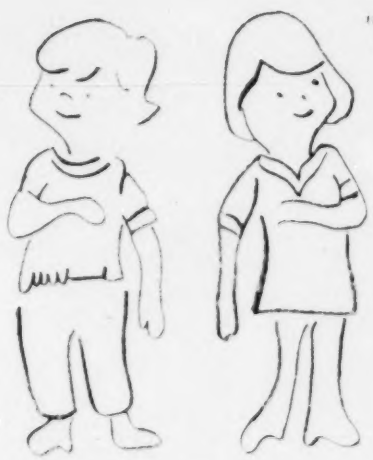
MOTHERS OF 7TH AND 8TH GRADERS

Lansing School Lunch Room

Monday, March 29, 1971
7:00 - 9:00 p.m.

ROADS TO OPPORTUNITY

- A JOB MY CHILD WILL LIKE AND BE ABLE TO DO -



"Mr. Hope did that--"

"Mary K went to school in the next county."

"How did Bill ever finish school without someone to help him?"

"You mean I can go even if I don't have the money now!"

"Take us to tour that place."

"Will he help me?"

"Was it hard to do?"

"You mean I can be successful?"

"Alice moved to a large city."

"We could ask people who do that kind of work."

"How Can I Do That Job?"

SEE YOU AT THE MEETING!

Refreshments will be served during the meeting.

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GROUP MEETING III

FOR

MOTHERS OF 7TH AND 8TH GRADERS

Lansing School Lunch Room

Monday, April 5, 1971

7:00 - 9:00 p.m.

JOB FACTS

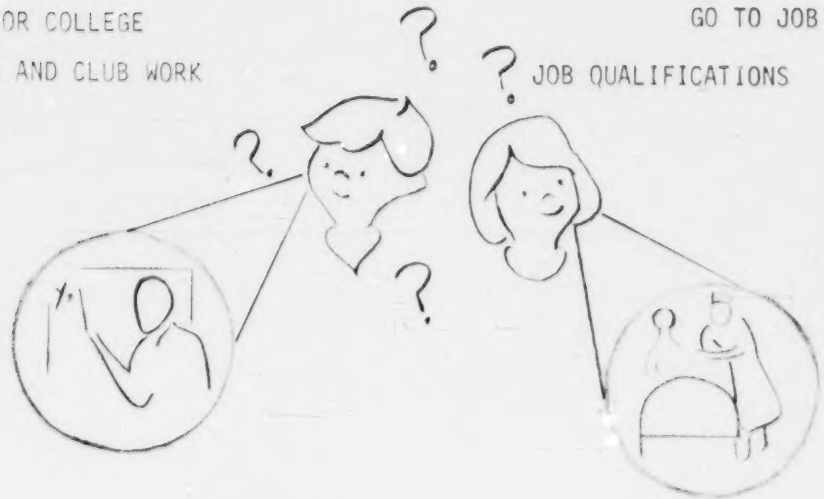
JOB TRAINING

HIGH SCHOOL OR COLLEGE

HOBBIES AND CLUB WORK

GO TO JOB

JOB QUALIFICATIONS



SEE YOU AT OUR LAST MEETING!

Refreshments will be served during the meeting.

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PRE-ADDRESSED POSTAL RETURN-CARD

Three group meetings:

Place of Meeting

Date of Meeting - The World of Work

Date of Meeting - Roads to Opportunity

Date of Meeting - A Job for my Child

I will be able to attend the meetings.

Signed _____

REMINDER CARDS

If publicity flyers have been sent far in advance of the meeting a reminder card or letter should be mailed to each mother approximately one week before the first meeting. The following form is a sample suggestion:

Dear Mrs. _____:

REMEMBER that we are looking forward to seeing you at our group meeting on (Day of the week) for

Fun
Refreshments
Information to help your child.

Time _____ Place _____

April 26, 1971

Dear Mother:

The final session of helping your child to choose a career will be Friday, April 30, 9:30 A.M. in the Rogers School.

Since we shall be making a new type of flower this week, it is important that we be ready to start by 9:15. I will bring all the necessary supplies.

Sincerely,

Patricia S. DeCoursey
County Extension Agent
Hindman, Ky. 41822

PSD/per

June 7, 1971

Dear Mrs._____:

We want to thank you again for taking part in the meetings at Rogers School concerned with helping your child to think about and plan for jobs and careers. We hope that you benefited from these meetings and that your 7th or 8th grade child will also benefit through you.

As you know, we were trying out something new in these meetings, and it was for this reason that we offered the "reward" of $10.00 to those who attended all three sessions. The money was offered only in this experiment at the Rogers School and will probably not be done again. In addition to those who were there each time we are also sending the payment to a few of you who missed one session because of sickness or for other good reason.

Your check is enclosed herewith. We are sorry it took so long to get it to you, but I imagine it will still come in handy. And, in any case, we hope your real reward will be what you learned in the meetings rather than just the money.

If you have any interest in further information or meetings on this subject or other matters of interest to mothers and homemakers, you should contact Miss Ruth Bristow, Wolfe County Home Economics Extension Agent, Bank Building, Campton. And if we in the Department of Sociology at the University can be of help to you, let us know. We may want to contact you again in a year or two, when your child that we have checked on in the 5th or 6th grade and again in the 7th or 8th grade will be of high school age.

Sincerely yours,

A. Lee Coleman
Professor of Sociology

ALC/jg

Enclosure

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April 12, 1971

Dear Mother:

We were happy to know that you agreed to attend the meeting this Friday, April 16, at the Rogers School Library, at 9:30 A. M.

Kathy Becker informed us that she had visited with you and discussed "How mothers can help their children plan for jobs." I am sure that most of you are acquainted with Miss Bristow through Homemakers and 4-H programs. I am looking forward to meeting you and making new friends.

Bring a small jelly or pickle jar. See you Friday, April 16, at 9:30 A. M. in the Rogers School Library.

Sincerely,

Ruth Bristow
County Extension Agent

Sincerely,

Patricia S. DeCoursey
County Extension Agent
Hindman, Ky.

PSD/RB/per

April 19, 1971

Dear Mother:

I enjoyed being with you at the meeting last week and am looking forward to the next meeting, Friday, April 23, at 9:30 A. M. in the Rogers School. Mrs. Gene Neff and Mr. Dale Bryant, commonwealth attorney, have agreed to be with us on this day.

Sincerely,

Patricia S. DeCoursey
County Extension Agent
Hindman, Ky.

PSD/per

APPENDIX 2

PROVISION OF CHILD-CARE SERVICES

PROVISION OF CHILD-CARE SERVICES

A family with a large number of children, and especially with one or two older children, can usually provide child care at home with less difficulty than would be involved in taking small children to a center. If parents prefer leaving children at home--and many of the parents in these samples will--setting up special facilities for children may actually impede participation.

If you decide to make arrangements for child care, be careful to explain that the use of them is optional. State explicitly that the small children do not need to come.

Since children can be distracting to parent groups, it may be an added attraction and a convenience for the mother if child-care facilities are provided. The place chosen should be far enough away that the parents cannot hear the children. Nursery facilities in churches and day-care centers would provide excellent areas if these buildings could also be used for the group meetings.

Even though the child-care facilities are to be temporary and available only for three group meetings, the program would be attractive if it provided not only the care and supervision all young children need when away from their home and mother, but also a learning environment rich in things to do. The suggested activities offer guides for a program based on knowledge and understanding of the fundamental needs and development of children. It is not suggested that arrangements be made for all the activities outlined below. This should serve only as a guide.

A. Assistants

High school girls in home economics classes, community Girl Scout groups, 4-H and church youth groups are possibilities for child-care leaders and assistants. With the suggestions included in this section, programs can be established to satisfy the individual community situations.

One assistant for every 4-6 children attending the group is desirable. More helpers are necessary when there is a larger percentage of infants.

B. General Equipment and Supplies

These materials and equipment for all age groups are suggested as guides for providing adequate facilities and care.

1. sink with hot and cold water
2. toilet (suggest a small one for the younger children if available)
3. table for manipulative toys
4. chairs and/or cushions for floor sitting
5. refrigerator or cooler with ice
6. paper products
   - tissues
   - towels
   - cups
   - napkins
   - construction paper, newsprint
7. children's books from an elementary library - variety for different age ranges

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C. Areas in the Room

General discussion below is included to provide an overall feeling and give leaders ideas for setting up the individual situations. It should be understood that not all of the ideas mentioned are expected for such short group sessions.

1. Block Building: large area for building roads, bridges, farms, trains, etc. from wooden blocks and pasteboard boxes.

2. Library Corner: ideally, a cozy quiet area where children look at books, listen to stories, tapes or view films. A low table with chairs would be nice if available. A rug on the floor of this area often serves to bring children together for a story.

3. Dramatic Play Area: should contain household equipment and materials and perhaps office equipment.

4. Table Work Area: providing low tables and seating for several children and some adults. Close at hand are the art supplies, games, manipulative materials, paper, crayons, scissors. Snacks are conveniently served in such an area.

D. Greeting the Children

Someone should be available to greet each child as he comes to the room and be with him for a few minutes until he is sure of the situation and is comfortably occupied with some activity.

E. Suggested Activities

Even though the child-care program suggestions are divided into age groups, all the children will likely be located in the same room. However, special centers within a room should be planned for interests of specific age groups.

Infant Care

A. Parents bring
   1. change of outer clothes and diapers
   2. bag for storing soiled diapers
   3. food child eats - formula, crackers, cookies, juice, etc.

B. Equipment
   1. beds, or portable cribs or pads for sleeping
   2. toys
      a. simple homemade toys such as two bread baskets put together with blocks inside
      b. mobiles and cradle gyms
      c. selection brought from home

C. Supplies needed
   1. wash clothes
   2. soap
   3. paper towels, tissues

D. Schedule
1. Children play with toys in Infant area of room or stay in bed.
2. Snack time of 15 minutes after the first hour.
3. Sleep until time to go home.

Toddler Care - 15 months - 3 years

A. Parents bring
1. change of outer clothes and diapers
2. bag for storing soiled diapers
3. food child eats - crackers, cookies, etc.

B. Equipment
1. pad for sleeping
2. toys
   a. push and pull toys
   b. riding toys - "Kiddie cars", "rocking horse", etc.
   c. table toys - simple blocks and other manipulative toys for opening and closing
3. sink for water play

C. Schedule

1. Children play for first hour.
2. For next fifteen minutes they have snack which was brought from home or provided by the leader.
3. Sleep or play until time to go home. Listen to a story.

Preschool Care - Ages 3, 4, and 5

A. Parents bring

1. Change of clothes (children in this age group may or may not need a change of clothes from home.)
2. snack of cookies, crackers, juice or fruit and milk unless provided by group.

B. Equipment

1. Doll Corner
   a. dress-up clothes
   b. sink, stove, and refrigerator made from pasteboard boxes, blocks, etc.
   c. dolls with beds
   d. dishes and some cooking equipment

2. Manipulative Toys
   a. puzzles
   b. table games
   c. blocks
   d. screws and latches for older children

3. Art

   a. paper, scissors and paste - shapes can be supplied or children could cut them to be pasted as the child desires.
   b. paint (finger and tempra), brushes, crayons. (The five-year-olds might be given a letter of the alphabet and asked to draw a picture using that letter.)

4. Cardboard boxes for climbing

5. Music--records and record player

6. Grocery Store--Save packages, cans, bags, etc. for a few days prior to the first group meeting. Set up a store with these items and a toy cash register and play money. School age children might assist with this.

C. Schedule

1. Depending upon the number of children attending, set up certain areas for the first hour such as blocks, table toys, art activities, etc.
2. Snack and toileting for next 20 minutes.
3. For last portion, have an interesting activity since children will be getting tired.
   a. Music experience - dance-a-story record
   b. Science - preparing scrambled eggs
   c. Story and creative dramatics

School Children

Plan a quieter area for reading and homework. Assist workers in caring for younger children--read, prepare and serve snacks, guide children to various activities.

D. Preparation for Going Home

A ten-minute period of "preparation for going home" would give the children an opportunity to prepare before the mothers come for "pick-up". This is the time for locating personal articles to carry home - pictures, books, toys and so forth - and putting on wraps. This time should be carefully planned with adequate time allowed so that the end of the group session does not become frantic or rushed. For those children who are ready first and bursting with energy although tired and sleepy, provision should be made for orderly play so these youngsters do not dash around losing their belongings.

APPENDIX 3

PROGRAM EVALUATION

A copy of the program evaluation used in the project appears in this appendix with a summary of the responses. By noting these responses, one will be able to generally ascertain the mothers' ideas about the success of the programs. Not all of the responses are included. Additional reporting can be found in Information Series I.

EVALUATION OF THE PROGRAMS

NOW, I HAVE A FEW QUESTIONS ABOUT THE MEETINGS YOU WENT TO AT (name of location inserted)

1. I'm going to read a list of things about these meetings and get you to tell me how helpful they were to you in understanding the ideas presented in the programs. First, I'll read the whole list, then I'll go back and let you tell me whether each one was "very helpful," "somewhat helpful," or "not very helpful."

	Very Helpful	Somewhat Helpful	Not Very Helpful
a. job charts and career ladders	105	13	1
b. making bottles and flowers	86	34	3
c. speakers at Session II/telling about themselves	111	8	0
d. speakers at Session III/telling about educational opportunities, scholarships, loans, schools, etc.	116		
e. speaker at Session III/telling about job opportunities	105	5	1
f. young person who told about finishing school and getting a job	101	9	
g. the persons who led the group	119	7	
h. pamphlets to take home and keep	90	20	
i. materials that I could check out from the SRA kit	(Used in 4 of the 7 states-only two-thirds of the women checked out the materials)		

2. How do you feel about the division of time between the program and the discussions?

a. Was enough time allowed for discussion?	94 yes	12 no
b. Would you have liked for the speakers and the leader to talk more than they did?	53 yes	43 no
c. Would you have liked more time to talk about your children?	___ yes	___ no

3. Do you feel that there were too many meetings, not enough, or about the right number?

___ 2 meetings would have been enough
73 3 meetings were just the right number
54 more than three meetings would have pleased me

4. What is the best day of the week for you to get to meetings of this type?

___Sunday ___Tuesday ___Thursday ___Saturday
___Monday ___Wednesday ___Friday (Respondents tended to answer the day on which their particular meetings were held.)

5. What do you think is the best time of the day for you to get to meetings of this type?

___morning ___afternoon ___night

6. What would usually be the best way to let you know about meetings such as the three you attended? * most liked ways
- not good ways

* letters and announcements mailed to your home
* telephone
someone go to your house and tell you about it
- announcements in newspaper
notes or announcements brought from the school
- announcements on radio

7. Where do you think is the best place to hold meetings like this, for everyone to get there? *Mothers tended to report the places of the group meeting they attended.*

8. In general, how helpful were these meetings to you?

very helpful pretty helpful not so helpful not at all helpful

9. What was the best part of the meetings? *(Speakers ranked first throughout the sub-*
Least helpful part? *cultures; leaders and discussions ranked second and third respectively.)*

10. What other suggestions do you have about similar meetings in the future?

11. Was finding transportation to the meetings a problem for you? yes * no

If yes, would it have been helpful if transportation had been provided for you?

12. Was finding someone to care for your children a problem? yes * no

If yes, would it have been convenient for you to have brought them to the school with you, if something had been planned for them?

13. How do you think you will use the information you have learned from the three meetings?

14. Do you feel that you have been better able to talk with your son or daughter about jobs, schooling, the future, etc., because you came to the meeting?

15. Do you think that your son or daughter would be interested in the same type of programs you attended?

16. Did you feel relaxed enough to ask the questions that you wanted to ask?

yes no

If no, what could the leaders have done to help you feel that you could ask a question?

17. Would you have come to all the meetings if you had not been offered money for your participation?